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ABSTRACT

Intended for use by teachers on the junior high and high school levels, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines three courses in the area of child development. The seventh grade level unit discusses young children, their development, and babysitting for them, including safety practices; the comprehensive I level unit covers the growth and development of young children, the influence of others on them, the importance of play, their daily care and discipline, and community agencies which care for children of working parents; and the comprehensive II level course treats the subjects of reproduction; pregnancy; childbirth; community agencies that provide help during pregnancy, childbirth, and adoption; postnatal care; infant development; and job opportunities in the child development area. For each unit, major concepts are identified as well as behavioral objectives which are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily books and pamphlets) and supporting generalizations. Unit 1, which is to be used in the seventh grade, requires two to three weeks for completion while the comprehensive level units need four to six weeks each. A separate publication (CE 017 499) outlines a semester course on the same subject, and the appendix to the entire series (CE 017 496) includes activities for each instructional unit. (ELG)

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KENTUCKY CONSUMER & HOMEMAKING EDUCATION

Child Development

CURRICULUM GUIDE COMPREHENSIVE COURSES

Prepared by
Instructional Materials Laboratory
University of Kentucky
Department of Vocational Education
Lexington, Kentucky

In Cooperation with
Kentucky Department of Education
Bureau of Vocational Education
Home Economics Unit
Frankfort, Kentucky

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 017 500

CHILD DEVELOPMENT AREA

Comprehensive Courses

of the

Curriculum Guide

Developed by

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June, 1971

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CONCEPTUAL STRUCTURE
Child Development

Major Concepts of Area	Major Concepts for Units			
	7th Grade (2-3 weeks)	1st Year Comprehensive (4-5 weeks)	2nd Year Comprehensive (5-6 weeks)	Special Interest (Semester)
Attitudes Toward Children	Enjoyable experiences with toddlers	Influence of others on the development of young children	The importance of understanding of basic facts of human reproduction	Responsibilities of parenthood Family planning
Opportunities For Working With Children	Opportunities for learning and earning through baby sitting	Opportunities for taking care of young children	Job-entry opportunities in child development	Career opportunities in child development
Child Care and Guidance	Responsibilities of the baby sitter and the employer Safety practices with young children	Factors to consider in the routine care and guidance of young children	The importance of postnatal care	Baby care Guiding children through a playschool experience
Child Growth and Development	Patterns of development of toddlers	Individuality of growth patterns of young children Importance of play in the development of young children	Pregnancy Childbirth Infant development	Middle childhood Adolescence
Community Agencies Associated With Children		Community agencies concerned with the care of children of working mothers	Community agencies concerned with pregnancy, childbirth and adoption	Community agencies dealing with the total needs of children

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TITLE OF UNIT: ENJOYING CHILDREN

SUGGESTED TIME: 2-3 weeks

MAJOR CONCEPTS FOR UNIT:

Enjoyable experiences with toddlers
Opportunities for learning and earning through baby sitting
Patterns of development of toddlers
Responsibilities of the baby sitter and the employer
Safety practices with young children

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will - demonstrate a positive interest in toddlers.
- comprehend opportunities and qualifications for baby sitting.
- understand that the child is a unique individual.
- explore the responsibilities of the baby sitter and employer.
- display a knowledge of safety principles to be used when baby sitting.

UNIT GENERALIZATIONS:

Time spent with toddlers can be very rewarding, both to the child and to the teenager.

Baby sitting is often the first occupation or job opportunity that teenagers have.

A child's behavior is more acceptable when the general patterns of child development are understood.

Proper care of children can best be assured through an understanding and acceptance of clearly defined responsibilities on the part of the baby sitter and the employer.

Because a young child is not old enough to be responsible for himself, the responsibility of the baby sitter is to help him to avoid accidents.

CONCEPTUAL OUTLINE FOR UNIT - ENJOYING CHILDREN

(7th Grade Level)

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7TH GRADE

ENJOYING CHILDREN

MAJOR CONCEPT FOR UNIT: I. Enjoyable experiences with toddlers

SUPPORTING CONCEPTS: A. Ways of getting acquainted with toddlers
B. Enjoyment of companionship with toddlers.

BEHAVIORAL OBJECTIVE FOR UNIT: Demonstrate a positive interest in toddlers.

SPECIFIC PERFORMANCE OUTCOMES:
The student will - differentiate between actions that attract or repel toddlers.
- explain the value of having toddlers as companions.

GENERALIZATION: Time spent with toddlers can be very rewarding, both to the child and to the teenager.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Children can be interesting and fun.	Bulletin Board: "Children Are Fun" showing pictures of children engaged in different activities.	Baker and Fane, Understanding and Guiding Young Children, Ch. 1.
	Brainstorm opportunities for being with young children (e.g., at home, at neighbor's house, Sunday school, story hour at library).	
	Attitude test: Fill in Attitude check sheet to find how students feel about children. Tally attitude test and use as a springboard for discussion of specific reasons for test responses. (Same test should be given at end of unit to measure changes in attitude.)	Appendix A, page 1.
	Share enjoyable experiences students have had with toddlers. Display pictures of special little friends.	
One's attitudes and actions toward children affect children's feelings toward him.	Discuss characteristics of people with whom pupils want to be friendly. Consider whether or not young children respond to these same characteristics.	Cross, Introductory Homemaking, Ch. 7.
Showing general interest in children as individuals enables the sitter to make friends with them.	Circular response to question, "How do you get acquainted with young children?"	Shuey, Woods and Young, Learning About Children, Ch. 3.

7th Grade - I Enjoyable experiences with toddlers

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Observe toddlers at home, in neighborhood, at church, grocery store, laundromat, or ball games to see how they react to people of different ages. Share observations with class.	
	Compile a list of Do's and Don'ts for making friends with children, such as "Don't touch."	
	Find an illustration of a child engaged in some activity. Tell class how you would get acquainted with that particular child and what response you think that child would make.	
	Evaluation: From class discussion, teacher compiles a list of ways people act around children. Students place a plus (+) beside those which would result in a friendly response and a minus (-) beside those which would result in a negative response from children.	
	Invite children with parents to class. Specific students are designated to practice techniques of getting acquainted. Other students observe and evaluate effectiveness of techniques.	
	(EE) Make friends with a child using suggestions from this class.	
The companionship of others provides the child with the essentials of a healthy personality development.	Relate earliest childhood experiences and try to determine why these are remembered. Recall persons pupils enjoyed as small children and give reasons why.	Hurlock, Child Growth and Development, Ch. 16.
Toddlers need to see a variety of objects, animals, and people and watch a variety of events that will give them material for thinking, wondering, talking and thus growing intellectually.	Discuss: "Why do your little sisters and brothers want to go with you when you go out?"	
	Observe a child for one hour. Fill in observation sheet and/or write about one page on "My Hour With _____."	Baker and Fane, Understanding and Guiding Young Children, Ch. 1.
	Evaluation: List ten responses to, "I like toddlers because _____ _____."	

7TH GRADE

MAJOR CONCEPT FOR UNIT: II. Opportunities for learning and earning through baby sitting

SUPPORTING CONCEPTS:
A. Qualifications of a good baby sitter
B. Opportunities for baby sitters
C. Finding a baby sitting job

BEHAVIORAL OBJECTIVE FOR UNIT: Comprehend opportunities and qualifications for baby sitting.

SPECIFIC PERFORMANCE OUTCOMES:
The student will - describe the type of person qualified to take care of young children.
- identify ways of locating a job working with young children.
- list guides to remember when applying for a baby sitting job.
- state the details that need to be settled before accepting a job.

GENERALIZATION: Baby sitting is often the first occupation or job opportunity that teenagers have.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Responsible baby sitters are in demand by parents.	Prepare a list of the qualifications of a baby sitter. Interview parents (homework) asking them to rank the qualifications in order of their importance. Find out why some baby sitters have not been rehired. Report findings to the class.	Fleck and Fernandez, Exploring Home and Family Living.
Being patient and having a genuine love for children are qualities necessary for a person who chooses to work with children.	Examine available reference materials and develop a description of an "ideal" baby sitter.	Gerber pamphlet, Sitting Safely.
	Self-evaluation - Match own qualifications to "ideal" description and make plans for improvement.	Hurlock, Child Growth and Development, Ch. 4.
A responsibility of a baby sitter is to be able to adjust to the people for whom she is working as well as to the child under her care.	(C.E.) Discuss: "How do characteristics and qualifications of a good baby sitter compare with those of other jobs?"	Cross, Introductory Homemaking, Ch. 7.
	Panel of high school boys and girls to discuss the role of boys in baby sitting jobs.	Filmstrip, "Baby Sitting - The Job", Guidance Associates.
Changes in living habits of families have brought about an increase in the demand for young people as baby sitters.	Buzz groups: Discuss ways teenagers help with the care of younger brothers and sisters. Question whether or not they should receive pay for this.	McDermott and Nicholas, Homemaking for Teenagers, Book 1, Ch. 2.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Ways to get baby sitting jobs: 1. through friends and neighbors. 2. announcements on bulletin board where parents will see them. 3. ads in local newspaper. 4. through church, school, or community agencies. 5. through employment agency.	Pop-corn session: Pop up with suggestions of ways to find baby sitting jobs.	
	Survey the community to determine the availability of jobs caring for young children.	
	Bulletin board or file on requests for baby sitters.	
In order to make a good impression, apply for a job in person rather than over the phone.	View filmstrip on baby sitting. Develop some guidelines to follow when applying for a baby sitting job.	Filmstrip, "Baby Sitting - The Job" Guidance Associates.
	Simulate a job interview including a parent and a baby sitter.	Hurlock, Child Growth and Development, Ch. 4.
	Prepare a credentials sheet listing information that an employer might like to know.	
Baby sitting is a business arrangement in which the sitter gives the employer definite services and satisfaction in return for a mutually agreeable rate of pay.	Discuss: "What details should be settled between you and the prospective employer before you accept the job?" Examples: rate of pay personality of the child health of the child extra assignments household privileges transportation security measures safety factors (such as written instructions and telephone numbers to call in case of emergency)	
	Comment on the following: "Since baby sitting is a very responsible job, acceptance of this responsibility should not be taken lightly."	
After weighing the advantages and disadvantages of a position the baby sitter then decides whether or not to accept the job.	List on board suggestions from class as to advantages and disadvantages of baby sitting. For example:	

Advantages

1. Earn extra money
2. Learn to assume responsibilities, to be independent, and to make decisions on your own
3. Learn to meet emergencies
4. Learn to adjust to new situations, new people
5. Learn more about how other people live
6. Learn more about children
7. Prepare for a future job or career in working with children
8. Preparation for parenthood

Disadvantages

1. May miss a date or other special event
2. May cut down on study time
3. May have to stay up too late
4. May cause undue worry

Current events: Daily reports from radio, TV, newspaper, magazines of happenings concerning care of young children.

(FHA) Provide baby sitting service for special school functions, PTA, election day, adult classes, or just as a money making project for chapter - each girl donates one evening of baby sitting to the chapter.

7TH GRADE

MAJOR CONCEPT FOR UNIT: III. Patterns of development of toddlers

SUPPORTING CONCEPTS:
A. Unique patterns of development
B. Characteristics of toddlers
C. Implications for the baby sitter

BEHAVIORAL OBJECTIVE FOR UNIT: Understand that each child is a unique individual.

SPECIFIC PERFORMANCE OUTCOMES:
The student will
- describe physical, emotional, social and intellectual development.
- give an example of physical, emotional, social, and intellectual development.
- predict behavior of toddlers according to characteristics learned in class.
- explain techniques to use in guiding behavior of a toddler.

GENERALIZATION: A child's behavior is more acceptable when the general patterns of child development are understood.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Understanding how children develop can make baby sitting more enjoyable by reducing worry and tension.	Bulletin Board: Students bring pictures of themselves at age 1-3. Arrange these on bulletin board under caption, "What were you like ten years ago?"	
	Rap session on, "Understanding how children develop is necessary for being a good baby sitter."	
	Explain and show pictures representing: physical development, emotional development, social development, intellectual development. e.g., Picture of a child exploring.	Brisbane, The Developing Child, Unit III.
	OR	
	Cite examples from television programs or commercials depicting above. e.g., Commercial: Wonder Bread - physical growth	
Each individual is unique in his rate of development.	View transparencies of development of child from 1-3. Discuss how each stage of development is a foundation for the next stage.	
Development is continuous and proceeds in orderly sequence.	OR	

	View child development film. Appoint observation teams to look for evidences of physical development, social development, emotional development, and intellectual development and report to class.	(SL) Your Child from 1 to 3, U.S. Dept. of HEW pamphlet.
	Invite mothers to bring toddlers to school for class members to observe unique development of each child. Let children play with rubber ball, sponge blocks, baby doll, or rocking boat in child development center in department with mothers close by.	3-M transparencies, "Growth and Developmental Patterns". Chart from Forecast, "How a Baby Grows".
	Evaluation: Collect pictures which illustrate how children develop. Write explanatory captions under each.	Film, "Two and Three Year Olds in Nursery School", Ky. Dept. of Child Welfare. (D) Old magazines in dept. for pupils to use.
	OR	
	Make a collage depicting various ages of toddlers.	McDermott and Nicholas, Homemaking for Teenagers, Book I, Ch. 2. Appendix B, p. 2.
Recognizing normal behavior in children leads to better understanding of ways to keep children safe and happy.	Problem solving: Using chart illustrating characteristics of toddlers (Appendix B), small group work to determine role of baby sitter.	Baker and Fane, Understanding and Guiding Young Children, Ch. 3. Hurlock, Child Growth and Development, Ch. 11. Gordon, Baby Learning Through Baby Play
	Evaluation: Sentence completion questions that give student an opportunity to predict the behavior of a toddler, (1) Because a child is learning to climb, the baby sitter must ____ _____. (2) When a child is discovering how things work he may _____ _____.	
The job of the baby sitter is to prevent discipline problems from occurring.	Interview parents of young children to get their views of the responsibility of the baby sitter in the discipline of the child. Ask if they think the baby sitter should punish the child. Report to class.	Ginott, Between Parent and Child.
Providing definite limitations for toddlers helps to eliminate discipline problems.	List some hints that would help the baby sitter in getting children to mind.	Dodson, How to Parent, Ch. 8 and 9.
	From personal experience in observing and baby sitting children, write some examples of behavior problems with children. Examples: - A hungry tired baby. - A child that will not stay in his yard. - A child that refuses to go to bed. - A child that hits his playmates.	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources

Role play possible ways of handling behavior problems to show different outcomes.
Summarize effective techniques.

OR

Thumbs Up - Thumbs Down Game: Teacher holds up flash cards illustrating words, gestures, or facial expressions that would help a young child to understand that his behavior was or was not approved. If flash card is positive, class turns thumbs up; if it is negative, class turns thumbs down. For example, a smile or a pat on the back rate an "up" while frown or slap on the wrist rates a "down."

Evaluation: From a list of four examples of irritating behavior that can be expected of toddlers, choose two and give reasons for this behavior and suggest what the baby sitter must do to cope with this behavior.

7TH GRADE

MAJOR CONCEPT FOR UNIT: IV. Responsibilities of the baby sitter and the employer

SUPPORTING CONCEPTS: A. Responsibilities of the employer
B. Responsibilities of the baby sitter

BEHAVIORAL OBJECTIVE FOR UNIT: Explore the responsibilities of the baby sitter and the employer.

SPECIFIC PERFORMANCE OUTCOMES:
The student will - list the responsibilities of the employer.
- list the responsibilities of the baby sitter.
- point out safety principles to follow when baby sitting with a toddler.
- select items to include in a baby sitter's kit.
- construct or develop play materials to use for entertaining a toddler.

GENERALIZATION: Proper care of children can best be assured through an understanding and acceptance of clearly defined responsibilities on the part of the baby sitter and the employer.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The employer sees that written instructions on care of children, where parents and other relatives can be reached, and other emergency phone numbers, are provided for sitter.	Check various reference books to see how they summarize responsibilities of the person who employs a baby sitter. Ask why written instructions are preferred. List written instructions that should be given baby sitter before parents leave.	Hurlock, Child Growth and Development, Ch. 4. Cross, Introductory Homemaking, Ch. 7.
A responsibility of the employer is to acquaint the sitter with the household, including the physical set-up, family members, pets, family customs, etc., before she leaves the house.	Devise a form on which a sitter can record all instructions given by employer. OR Prepare a skit to dramatize the orientation to the job provided by parent. OR (AT) Prepare and present a dramatic monologue by a mother who failed to leave instructions for baby sitter and is celebrating a special event by going to many different places in that one evening.	(SL) Reiff, Steps in Home Living, Ch. 7.

7th Grade - IV. Responsibilities of the baby sitter and the employer

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
The employer is responsible for seeing that the sitter gets home safely.	Panel of parents of teenagers who do baby sitting to discuss "What are the obligations of the employer for the sitter's safety?"	National Safety Council pamphlets, Baby Sitting is Your Job, Too and Tales of a Baby Sitter. Gerber pamphlet, Sitting Safely.
Special instructions enable a baby sitter to take responsible care of the infant.	Invite a mother to bring her small baby to class to demonstrate: - warming the bottle - testing heated food - feeding the baby - burping the baby - holding the baby - changing his diaper Summarize demonstration by listing special instruction this mother would need to leave for the baby sitter. Evaluation: Summarize the responsibilities of an employer.	(SL) Reiff, Steps in Home Living, Ch. 7.
	Brainstorm characteristics of a successful sitter. View filmstrip on baby sitting. Discuss responsibilities involved. Check various reference books to see how they summarize the responsibilities of a baby sitter. Panel of women who employ baby sitters discuss qualifications for sitter, pay, transportation, hours of employment, employer's responsibilities, sitter's responsibilities, privileges, and restrictions.	Guidance Associates filmstrip, "Babysitting - The Job, The Kids." Gerber Pamphlet, Sitting Safely.
A clear understanding between the sitter and her employer enables the sitter to know what she can or cannot do when on the job. Whether or not to discontinue future employment with a family where working situations are unsatisfactory is a decision the baby sitter makes.	Relate personal experiences and discuss resulting problems.	Hurlock, Child Growth and Development, Ch. 4.

7TH GRADE

MAJOR CONCEPT FOR UNIT: V. Safety practices with young children

SUPPORTING CONCEPTS: A. Keeping the child safe
B. Handling emergency situations when baby sitting

BEHAVIORAL OBJECTIVE FOR UNIT: Display a knowledge of safety principles to be used when baby sitting.

SPECIFIC PERFORMANCE OUTCOMES:
The student will - recognize accidents that can occur when baby sitting young children.
- determine ways of preventing accidents.
- practice safety with young children.

GENERALIZATION: Because a young child is not old enough to be responsible for himself, the responsibility of the baby sitter is to help him to avoid accidents.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A conscientious baby sitter forgets about herself and puts the child first.	Buzz Groups: "Children are their parents' most precious possession. They cannot be replaced should anything happen to them." Summarize key ideas from each group.	Gerber pamphlet, Sitting Safely. U.S. Dept. of HEW pamphlet, When Teenagers Take Care of Children.
The main duty of a person accepting responsibility for a child is to keep the child safe.	Explore resource material to find safety precautions important to observe when children play.	
	Recall accidents from own childhood. Discuss how each could have been prevented.	Hurlock, Child Growth and Development, Ch. 10.
	Analyze causes of children's accidents reported in the newspaper.	Gerber, Sitting Safely.
Falls are a major source of injury to babies. Keep creeping and toddling children away from sharp objects or poisonous materials. Protect young children from heating equipment, electric switches, plastic bags, and traffic.	Show transparencies of accidents and unsafe conditions in the home. Give students the chance to discuss the differences in safety hazards for babies, toddlers, and pre-schoolers.	Metropolitan Life Insurance Co. A Brief Safety Guide for Teenage Baby Sitters. 3-M transparencies, "Safety for Children".
	Write jingles or make posters concerning safety for a child. Display in Health Department baby clinic.	Davis, Peeler, Lessons in Living, Unit 3, Lesson 8.
Until a child learns to recognize dangerous situations, it is the responsibility of adults to remove potentially accident-producing objects from his environment.	Group work: "Is this house baby-proof?" Give each table a floor plan showing large rooms. Students list on each room the safety hazards for children that might be found there.	Division of Accident Prevention, Ky. State Department of Health, Pamphlets 10-13 on "Accident Hazards" for different age groups. Mead Johnson and Co., pamphlet, A Safe Home for your Children. National Safety Council Home Safety Materials.

Some Supporting Content and Generalizations	Teaching Strategies Learning – Evaluating Experiences	Resources
	(EE) Remove sources of accidents from child's play area at home.	Johnson and Johnson pamphlet, A Safe World for Babies and Toddlers.
Keeping calm during an emergency enables one to think more clearly.	Resource person from fire department or rescue squad to demonstrate first aid for common emergencies involving young children. Practice mouth-to-mouth resuscitation on a doll.	U. S. Dept. of HEW pamphlet, When Teenagers Take Care of Children.
Since improper treatment contributes to further injury, the baby sitter is qualified to do no more than clean and bandage minor injuries. The parent and/or doctor treats all serious conditions.	Buzz session: Give each group an emergency situation written on a slip of paper. Let them have a short buzz session, and then report to class or present a skit on how the emergency should be handled.	Clayton, Young Living, Ch. 10.
	(AT) Special report on work of Poison Control Centers.	Mother's Aide Course, Teaching unit from American National Red Cross.
	Evaluation: Given a list of safety practices the student will check the ones most important for a teenager baby sitting with a toddler to follow.	
An employer will have more confidence in a sitter if she knows the sitter will keep the child happy.	Circle discussion: "When parents leave, the child looks to the sitter for comfort, assurance and love."	Fleck and Fernandez, Exploring Home and Family Living, Ch. 25.
	Panel of older teens who have had a lot of experience to explain how to handle children who are upset when parents leave. Summarize.	U. S. Dept. of HEW pamphlet, Your Child from 1 to 6.
	Compile "Tips for Tot Tenders" for duplication and distribution to all members of the class. Work in small groups, and each group is responsible for one chapter in handbook.	Shuey, Woods, Young, Learning About Children, Ch. 13.
	EVALUATION Problem Box: Submit baby sitting problems for discussion by class such as: - The employer did not tell Janet what to feed the baby for his evening meal. What should Janet do? - One night while Sue was baby sitting a stranger came to the door and asked to use the telephone. What should Sue do? - (SL) Mary was giving the baby a bath in the tub when the telephone rang. What should Mary do?	

- (AT) Betty Jo is keeping three toddlers all day Saturday. She had planned to let them play outdoors in the sand box, but to her dismay it rained. What should Betty do?

Each student in turn draws a problem from the box and describes how he would handle the situation. Then invite rest of class to provide helpful suggestions.

ENRICHMENT

The duties of a sitter are different for babies, toddlers, and older children, and when there are several children in the family.

Supervised study - Look in reference to find what children of different ages usually do all day. Determine the role of the baby sitter in supervising these activities.

Group Work: (1) Devise an overall schedule of activities, which might be suitable for caring for two toddlers, ages 18 months and 30 months, one evening (4:00 p.m. to 10:00 p.m.). Include a variety of activities and experiences. Identify the value of each activity in encouraging child development. (2) Make a list of guidelines you would observe in supervising the children. (3) Suggest a listing of employee practices which you consider appropriate for this job of baby sitting.

Cronan and Atwood, First Foods, Ch. 12.

ENRICHMENT

A sitter has a definite responsibility for keeping the children under her care amused and happy while they are awake. Her job will be easier if she arrives with a head full or kit full of stories, rhymes, jingles, songs, tricks, and games.

Display samples of container that would be suitable for baby sitter's kit – such as old purse, beach bag, shopping bag, pillow case, tote bag, make-up kit, train case (or to use at home for company, or to use in car to entertain kids on trip).

Consult references to learn what items a baby sitter should take with her when she reports for work.

Attitude test: Students fill in same check sheet that was used at beginning of unit so teacher can measure changes in attitude.

Testimonials: Share own feelings with class about how this study of child development has increased your interest and understanding of young children.

Gerber pamphlet, Sitting Safely, pp. 5-6.

ENRICHMENT

Show and tell: Have each girl in room bring an item that she thinks would be appropriate for a baby sitter's kit and explain why it was chosen.

U. S. Dept. of HEW pamphlet, When Teenagers Take Care of Children.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(EE) Plan and prepare a baby sitter's kit. Plan a schedule of rejuvenation of materials in the kit to keep them interesting and up to date.	
Different types of activities can entertain a child and help him to learn.	Consult references to find activities appropriate for entertaining a toddler. Each pupil makes a collection of at least eight of these for her own baby sitting kit and is responsible for teaching one activity to the rest of the class.	"Low Income Teaching Kit on Child Development", available through local Extension Agent. Gordon, Baby Learning Through Baby Play.
	ENRICHMENT	
Household items, such as measuring cups and spoons, pie tins, cardboard boxes, are good toys for toddlers.	(D) Make a list of items found in the home that are suitable as play things. Role-play an incident when a small child visits a home where there are no toys and a teenager goes into the kitchen to find something suitable.	Dodson, How to Parent, "Free and Inexpensive Toys from A to Z". Fleck and Fernandez, Exploring Home and Family Living, Ch. 26.
No matter how many toys or books a child may have, he is impressed when the sitter brings him something new to play with or to read to him.	(EE) Prepare play materials to use for entertaining a toddler, such as: an illustrated booklet of "feel" pictures that contains a variety of textures: satin, velvet, sponge, carpeting.	
	ENRICHMENT	
Two and three year olds like stories about children their own age, pets, farm animals and people in their own communities, such as the policeman, milkman, garbage collector, or postman. It is not until he is almost five that he enjoys fairy tales or stories of adventure that take him off into a world unknown to him.	Resource person: Librarian discusses the selection of books for children. Consult references to learn how to select and read stories to young children. Make check list from readings of characteristics of good stories for children. Display books purchased from grocery stores, drug stores, discount stores, and ordered from catalogues. Contrast good and poor quality of pictures in books, the number of words on a page, the simplicity of the stories and pictures.	Hurlock, Child Growth and Development, Ch. 15. Baker and Fane, Understanding and Guiding Young Children, Ch. 6. Fleck and Fernandez, Exploring Home and Family Living, Ch. 26. Shuey, Woods, and Young, Learning About Children, Ch. 15. Colorado FHA, Preschool Guide.

Some of the best stories are original ones, as they can be tailored to the interest of the child.

Since the toddler has such a limited vocabulary, the person who reads or tells him a story uses simple words and speaks slowly and calmly so that the child has time to understand what he hears. Excessive facial or voice expression will frighten such a young child.

Limit the number of guests at a party for preschool children to the age of the child plus one.

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ENRICHMENT

Assignment: Write a short original story. Read story to class. Illustrate with drawings or pictures from magazines.

Listen to story poorly read, then well read. (This could be recorded on tape.) Decide what factors make one better. Decide on ways to let the child take part in story-telling.

(EE) or (FHA): Volunteer to read Bible stories to a primary Sunday school class on Sunday mornings.

Summarize the responsibilities of a baby sitter.

ENRICHMENT

Work in small groups to plan and prepare a party for two or three toddlers with simple refreshments, decorations and entertainment suitable for that age.

Follow up party with discussion of different characteristics of toddlers which students observed during party.

Matterson, Play and Playthings for the Preschool Child, Ch. 10 and 11.

Wallace and McCullar, Building Your Home Life, Ch. 17

Dodson, How to Parent, Appendix C, "Parents' Guide to Children's Books for Preschool Years".

(SL) Reiff, Steps in Home Living, Ch. 7.

TITLE OF UNIT: FUN WITH LITTLE FOLKS

SUGGESTED TIME: 4-5 weeks

MAJOR CONCEPTS FOR UNIT:

Influence of others on the development of young children
Opportunities for taking care of young children
Individuality of growth patterns of young children
Factors to consider in the routine care and guidance of young children
Importance of plan in the development of young children
Community agencies concerned with the care of children of working mothers

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will - recognize the importance of one's influence on the development of a child.
- know local opportunities for taking care of young children.
- recognize individual differences in children.
- interpret the role of a teenager in the care and guidance of a child.
- analyze the importance of play in the development of young children.
- appreciate the services of community agencies which care for children while their mothers work.

UNIT GENERALIZATIONS:

Time spent with children can be rewarding, both to the child and to the teenager.

Many opportunities for taking care of young children either voluntarily or for pay, can be found in any community.

Each child develops at his own rate and has unique physical, emotional, social, and intellectual characteristics.

If a child is to develop a positive self concept he needs encouragement and the experience of satisfaction in performing daily routine tasks.

A child develops emotionally, physically, intellectually, and socially through play.

As more mothers with preschool children are employed away from home there is a growing need for special arrangements for child care.

CONCEPTUAL OUTLINE FOR UNIT - FUN WITH LITTLE FOLKS

(Comprehensive I Level)

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A. Satisfaction of basic needs
B. Interaction between teenagers and preschoolers

II. Opportunities for taking care of young children 26

III. Individuality of growth patterns of young children 28

A. Growth characteristics of young children
B. Differences in growth patterns

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COMPREHENSIVE: I.

MAJOR CONCEPT FOR UNIT: I. Influence of others on the development of young children

SUPPORTING CONCEPTS: A. Satisfaction of basic needs
B. Interaction between teenagers and preschoolers

BEHAVIORAL OBJECTIVE FOR UNIT: Recognize the importance of one's influence on the development of a child.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - identify five basic needs of children.
- explain the need for showing affection for a child.
- describe the role of the adult in providing children with opportunities to learn.
- state techniques to use when answering children's questions.
- explain the importance of verbal contacts to the child and to the teenager.

GENERALIZATION: Time spent with children can be rewarding, both to the child and to tne teenager.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Interest Approach: Read a poem which indicates a child's reaction to praise and criticism.	Ross Laboratories, Nolte, "Children Learn What They Live"
		Magazines and Cartoons
All children have needs in common.	Study references to learn which human needs are considered basic. In buzz groups determine how these needs can be met in the home and in the community. (NOTE: Plan ways to study basic needs with Concept IV.)	What Every Child Needs, National Association for Mental Health
		Wallace and McCullar, Building Your Home Life, Ch. 14
		ACEI, Biber, Young Deprived Children and their Educational Needs
	(AT) Read about the culturally disadvantaged child. List negative and positive conditions about his environment which affect fulfillment of basic needs.	NAEYC Publication No. 112, Teaching the Disadvantaged Child
	Show a portfolio of color pictures and discuss the differences in home environment which they depict.	National Dairy Council, What We Do Day by Day
The preschool child's social, physical, emotional, and mental development is dependent upon the degree to which his needs are satisfied.	Discuss ways family members or baby sitters can help or hinder the development of a child.	

COMPREHENSIVE I - I. Influence of others on the development of young children

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Evaluation: Sentence completion quiz such as: "As children's physical needs are met, they will _____." "To be happy, a child needs _____." "A child's need for security can be met by _____."	
A child needs not only to be loved but also to love.	Comment on this statement: "Perhaps the greatest need of any child, or any adult, is to love and be loved."	Ames, Child Care and Development, Ch. 8 Hurlock, Child Growth and Development, Ch. 19 Shultz, Happiness is a Warm Puppy
	Play recordings of popular songs or read poems which illustrate the need to love and to be loved.	Suggested resources: - Watching Scotty Grow - You've Got To Be Taught To Hate - What is a Boy? - What is a Girl?
Children learn to love the people, pets, or things with whom they have a pleasurable association.	Discuss attachments that preschool children tend to develop. Write a story about "hero worship." "When I grow up I want to be just like . . ." Discuss the seriousness of setting a good example for a young child that has chosen you as the object of his affections and wants to imitate everything you do.	Wallace and McCullar, Building Your Home Life, Ch. 14
Children express affection easily, spontaneously, and without embarrassment.	Bulletin Board: "Love is Grand!" Display pictures illustrating the different ways in which children express their affection. Observe the ways in which different members of a family intimately treat a young child. What do they do to cause him to love them? How does the child show his affection for them? Report to class.	

Both the physical and mental growth of a child are affected by the love and affection he receives.

View a film which shows what happens to children when their basic needs are not met.

The Neglected, Kentucky Department of Child Welfare

OR

Growth Failure and Maternal Deprivation, McGraw-Hill

In order to be happy, a child needs to experience acceptance, affection, and the satisfaction that comes from achievement.

Work in small groups to develop case studies concerning the needs of the child for acceptance, affection and achievement. Each group will be responsible for leading the class discussion of the case study they develop.

The absence of love and direction from adults toward children may result in:
- juvenile delinquency
- experimentation with drugs
- other unacceptable behavior.

(AT) Special reports on what happens to children who receive insufficient love at home and/or a lack of an authoritarian figure to show them affection.

Summary: "Today I learned _____."

An adult learns much by imagining he is looking at things through children's eyes.

View a picture. Answer the questions: What does an adult see. What does a child see?

Magazines

Group work: Plan some activities for preschool children which would help them appreciate the outdoors and become interested in conservation principles.

Develop a list of activities that could be used during four different seasons, such as:

Baker and Fane, Understanding and Guiding Young Children, Ch. 6

People and Their Environment, (Teachers, Curriculum Guide to Conservation Education) Home Economics - Grades 9-12

Silverblatt, Creative Activities, Ch. 2

Autumn	Winter
1. How to pick flowers	1. Food for birds
2. Seed pods, how seeds travel	2. Learning about different kinds of birds that come to feeder
3. How animals prepare for winter	3. Observe snow flakes on black construction paper
4. Signs of fall	

Spring	Summer
1. Kites	1. Care of picnic area
2. Birds building nests	2. Walk after rain
3. Planting flowers	3. Care of flowers
4. Signs of spring	

COMPREHENSIVE I - 1. Influence of others on the development of young children

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(EE) Plan a walk with a particular child or with a group of children. Be thoroughly familiar with what the children may see or do on the walk. Talk to the children about what behavior you expect of them such as holding hands, staying together and what they can expect to see on the walk. Report the results to the class.	
	Interest Approach: Display on a bulletin board cartoons illustrating situations involving yound children and adults.	Example of cartoons: Dennis the Menace Family Circle
Children are encouraged by: - having their questions treated with respect - being given simple answers that get to the point - being given only as much information as they are ready to receive.	View a film. Discuss interaction between an adult and a child.	Answering the Child's Whys, Kentucky Department of Child Welfare OR Visual Services, University of Kentucky
	Compile a list of children's questions such as: - Where did I come from? - Why don't we have a baby? - Why are there mommies and daddies? - Why do birds fly? - Why does fur stay on dogs? - Why don't people have tails?	HEW pamphlet, Your Child from One to Six
	Consult references to find out how to answer children's questions. Share findings with the class.	Public Affairs Pamphlet, How to Tell Your Child About Sex (SL)NAEYC, Quill, One Giant Step NAEYC Pamphlet, A Guide for Head Start Aides Low Income Teaching Kit on Child Development, (SL) Talk and Listen, A Guide for Parents Brisbane, The Developing Child, Ch. 9 and 12 Baker and Fane, Understanding and Guiding Young Children, Ch. 3

Language ability ordinarily indicates mental development. As a child acquires a better understanding of words, it is easier for him to express ideas and feelings.

Discuss what you talk about when you're with young children. Relate some conversations you have had with children.

Recall, from childhood, satisfactory experiences with teenagers or adults.

Resource Person: Invite a person, such as a teacher from Head Start or kindergarten, to explain the role of an adult in providing suitable intellectual stimulation and learning experiences for children.

Community agencies

The development of judgment and reasoning in the young child provides opportunities for:
- problem solving
- decision making
- experiences with people, situations and things

(DR) Suggest learning activities that a teenager can provide for a younger child whose mother is employed outside the home, such as:
- baking cookies
- raking leaves
- washing cars
- making beds
- dusting furniture
- washing dishes

(EE) Watch children's TV programs, such as "Sesame Street" or "Mr. Rogers," with younger brothers and sisters and plan some follow-up activity.

Evaluation: List some influences on the development of young children.

COMPREHENSIVE: I.

MAJOR CONCEPT FOR UNIT: II. Opportunities for taking care of young children.

BEHAVIORAL OBJECTIVE FOR UNIT: Know local opportunities for taking care of young children.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - list opportunities for volunteer work with young children.
- enumerate benefits derived from taking care of young children.

GENERALIZATION: Many opportunities for taking care of young children, either voluntarily or for pay, can be found in any community.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(NOTE: If Home Economics is not offered in the seventh and eighth grades in your school, the teacher will need to cover the concept of baby sitting that is included in the junior high unit, "Enjoying Children.")	
Many opportunities for taking care of young children, either voluntarily or for pay, can be found in any community.	Survey the community to determine the availability of jobs requiring care of young children.	Index of State and Other Service Organizations Directory of Health, Welfare, and Community Services
The girl who works as a baby sitter or as a volunteer worker with young children benefits because she: - helps other families in her community - prepares for a child-centered career - prepares for the care of her children.	List opportunities for volunteer work with children, such as: - church nurseries - hospitals - orphanages - day camps - recreational programs - day care centers - kindergartens - nursery schools - taking care of younger brothers or sisters - taking care of young children in the neighborhood (NOTE: In Eastern Kentucky contact county social worker to make arrangements to visit Rural Child Care Centers.)	Kupsinel, Home Economics Related Occupations, Ch. 10

Discuss: "Although one does not receive money for voluntary work with children, he does receive many rewards. They are . . . "

Evaluation: Summarize orally, complete a quiz, etc.

COMPREHENSIVE: I.

MAJOR CONCEPT FOR UNIT: III. Individuality of growth patterns of young children

SUPPORTING CONCEPTS: A. Growth characteristics of young children
B. Differences in growth patterns

BEHAVIORAL OBJECTIVE FOR UNIT: Recognize individual differences in children

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- list five characteristics of toddlers from one to three years of age
- list five characteristics of older preschoolers from three to six years of age
- summarize the uniqueness of growth patterns
- explain the value of learning what children are like at different ages.

GENERALIZATION: Each child develops at his own rate and has unique physical, emotional, social, and intellectual characteristics.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Interest Approach View pictures of students as preschoolers. Play a guessing game: "Who is it?" Note individual difference in growth patterns and body build.	
	or	
	Look at a chart which emphasizes individual differences in growth rates and body build in young children.	National Dairy Council chart, See How They Grow
		Ames, Child Care and Development, Ch. 2
	Compare the difference in size of children the same age. Respond to the question: "Have you always been the same size as others your age."	
Knowledge of growth and development patterns lead to better understanding and guidance of children.	Brainstorm the value of learning what children are like at different stages.	Fleck and Fernandez, Exploring Home and Family Living, Ch. 23
	Compile a list of names of preschool children with varying ages who are available for observation or class activities.	
	Plan how these children can be used as resources for the study of how children grow and develop.	

Children of the same age tend to have similar characteristics.

Select a child to observe at home throughout the unit.

Read references about the different stages of growth of children one through six. Use this information to make a chart as follows:

	Physical and Intellectual Development	Emotional and Social Development
Toddlers (1 to 3)		
Older Preschoolers (3 to 6)		

View films describing the characteristics of children.
Appoint observation teams to look for characteristics, shown in the film, that should be added to the chart.

Play a game, "How Old Am I?" Each student describes what a child can do and others identify the age being described.

Formulate a check list to use as a guide when observing children.

Invite mothers of small children to bring them to class for observation. The first day bring in a two-year-old and a three-year-old. Ask mothers to tell what their toddlers have learned to do up to this point. If mother has several children, ask her to relate age at which children learned to talk, eat alone, control elimination, etc. On another day bring in a four-year-old and a five-year-old. Ask mothers to tell how much more independent they are now that when they were toddlers.

Brisbane, The Developing Child, Units III and IV.

HEW pamphlet, Your Child from One to Six

Colorado FHA, Preschool Guide

Baker and Fane, Understanding and Guiding Young Children, Ch. 3 and 4

Shuey, Woods and Young, Learning About Children, Ch. 12

Wallace and McCullar,

Building Your Home Life, Ch. 15

Two and Three Year Olds in Nursery School, Kentucky Department of Child Welfare

Four and Five Year Olds in School, Kentucky Department of Child Welfare
or
Modern Talking Picture Service

COMPREHENSIVE I. III. Individuality of Growth Patterns of Young Children

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Development proceeds in an orderly sequence but growth varies from person to person.	Individual reports on children chosen for special study. Note whether or not observations agree with characteristics of age group as identified on the chart. Point out the behavior of different age groups. Collect cartoons or pictures featuring young children. From the activities and dialogue, guess the probable age of the children and give reasons for your choice.	3-M Transparencies, "Growth and Development Patterns", Home Economics Packet no. 11
Each child is different from every other child (even his identical twin).	Resource Person: Invite a mother of twins or of several children to discuss how they differ in size, tempo, personality, talents, and interests. (Bring them to classroom if possible for students to observe.) Evaluation: Summarize how growth patterns are unique for each individual by writing a paper entitled "No Two Alike." Give as many responses as you can to the following statement: "Teenagers need to learn how children grow and develop because _____." Given a list of characteristics of children between one and six, indicate which are typical of toddlers and which are typical of preschoolers.	

COMPREHENSIVE: I.

MAJOR CONCEPT FOR UNIT: IV. Factors to consider in the routine care and guidance of young children

SUPPORTING CONCEPTS: A. Considerations for daily care
B. Principles of guidance

BEHAVIORAL OBJECTIVE FOR UNIT: Interpret the role of a teenager in the care and guidance of a child.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- list ways to help a child form correct eating habits.
- give examples of ways to prevent mealtime problems.
- explain techniques for preparing a child for sleep.
- state ways to prevent bedtime problems.
- summarize ways to encourage a child to be self reliant in habits of personal cleanliness.
- state three principles of child guidance.
- use a degree of skill in guiding young children.

GENERALIZATION: If a child is to develop a positive self concept he needs encouragement and the experience of satisfaction in performing daily routine tasks.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(NOTE: If students have not taken home economics in the seventh and eighth grades, you will need to cover the concept of safety for children which is included in the junior high unit, "Enjoying Children.")	
Small children like simple, familiar foods served in an interesting manner.	Recall the Basic Four Food Groups and the recommended daily servings. Contrast the size of one serving for a child with that of an adult.	Shuey, Woods, and Young, Learning About Children, Ch. 13
	Read references on the daily food requirements for children and the eating habits of children. Relate eating habits of younger sisters and brothers.	Hurlock, Child Growth and Development, Ch. 12 HEW pamphlet, Your Child From One to Six
If a young child does not eat enough food at one meal to keep him going until the next meal, providing him with nourishing snacks from the Basic Four Food Groups will keep him from becoming tired and fretful.	Illustrated lecture or bulletin board to show pictures of foods children like to eat and nutritious foods suitable to be used for between-meal snacks.	National Dairy Council pamphlet, Feeding Little Folks or Food Before Six

COMPREHENSIVE I. IV. Factors to consider in the routine care and guidance of young children

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
High calorie snacks may satisfy the appetite, thus preventing a desire for nourishing foods at mealtime.	Observe young children eating meals or snacks. Note and discuss the relationship between the child's reaction to a food and the speed with which he eats it. Share observations with class.	Brisbane, The Developing Child, Ch. 7
Mealtime problems among young children include: - dawdling - playing instead of eating - poor table manners. A young child's appetite varies from day to day and from meal to meal. Therefore, it is wise to give small servings of food and offer seconds if he is still hungry.	View a film or a filmstrip on common eating problems among young children. List some do's and don'ts for motivating a child to eat.	Your Children's Meals, University of Kentucky Audio-Visual Services or Feeding Your Young Children, National Dairy Council
Overeating can soon develop into a habit which usually leads to excess weight.	Discuss how correct eating habits may be promoted and unacceptable ones prevented or overcome.	Colorado FHA, Preschool Guide
	(EE) Assume the responsibility for helping a younger child at mealtime.	
	Discuss favorable and unfavorable effects of the "clean plate" policy on the child.	Hurlock, Child Growth and Development, Ch. 12
	Explain reasons for individual food likes and dislikes.	
	View a film which describes the importance of nutrition as an integral part of child training.	Jenny is a Good Thing, Modern Talking Picture Service
Pleasant experiences with food as a child may promote good eating habits as an adult.	(NOTE: Teacher and students will make arrangements beforehand with proper authorities.) Divide into four "teaching teams" to teach a series of lessons in basic nutrition to a Head Start class, kindergarten class, first grade class, or preschool children at a day care center. Each team chooses one group of the Basic Four Food Groups and develops a lesson plan and visual aids for a twenty minute presentation suitable to the interests and abilities of the children that age. They may furnish food samples to the class if desired. One team visits at a time while the others remain at school to continue their work. Each team may want to take pictures or record lessons on tape to share with class on their return.	
	(FHA) Plan, prepare, and serve an adequate lunch for a group of preschool children.	Creative Cookery Ideas ACEI leaflet, Cooking and Snacks

(FHA Invite a group of preschool children to come to the foods room of the homemaking department to prepare a snack under the guidance of the high school students, such as slice-and-bake cookies or sandwiches. Children can set table and fix flowers for the centerpiece.

Summary: Suggest one way to prevent mealtime problems with children.

Evaluation: When given a case situation concerning children's poor eating habits, suggest ways to improve the eating habits.

As growth slows down, a child's need for sleep decreases.

Interest Approach: View emotionally toned pictures of a child asleep. Respond to questions that will lead into the study of sleep, such as: "What time was he put to bed?" "What happended before he went to sleep?"

Hurlock, Child Growth and Development, Ch. 12

The best preparation for sleep consists of:
- getting ready for bed in a leisurely manner
- allowing at least a half hour for getting ready for bed.
- avoiding stimulating activity at bedtime

Role play a sitter putting children to bed.

HEW pamphlet, When Teenagers Take Care of Children

Shuey, Woods, and Young, Learning About Children, Ch. 9 and 13

Resource Person: Invite a parent or an experienced sitter to explain the techniques used to get children to go to bed and stay there.

Discuss bedtime difficulties of younger brothers and sisters.

Relate fears of young children, such as, going to bed in a dark room. Describe methods of encouraging a child to talk about his fears and how to reassure him.

Ames, Child Care and Development, Ch. 11

All children under six need a rest period or quiet play, during the day, even if they do not always take a nap.

Observe a home, day care center, or nursery school to determine provisions for promoting rest.

Colorado FHA, Preschool Guide

Healthful sleep habits, developed as a child, help to determine the sleep habits one will have as an adult.

Discuss ways a child may be affected in later life by using "going to bed" as a punishment.

Rap Session: Suggested questions for rapping,
- how do you feel about being sent to bed when others are participating in activities which you enjoy?
- how do you think a child feels when he is required to go to bed when everyone else is having fun?
-how can bedtime be made a happy time for children?

COMPREHENSIVE I. IV. Factors to consider in the routine care and guidance of young children

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	List some guides which will help a small child form acceptable sleeping habits.	
At three, the toddler may: - assume responsibility for washing his face and hands before meals - manage to brush his teeth - take a bath with some supervision.	Observe how a specific child handles personal care.	Brisbane, The Developing Child, Ch. 7
	Share babysitting experiences related to taking children to the bathroom.	
A child becomes more self reliant as he learns to do things for himself.	Brainstorm: for ideas on encouraging self reliance in bathroom habits by: - providing a step stool so that a child can reach the sink - hanging towel rack low enough for him to reach - providing a convenient place for his toothbrush and toothpaste - selecting clothing that a child can put on and remove easily.	
With skillful guidance a child can be made to feel self confident and well liked.	Study references to determine some methods of guiding children. Plan some firsthand experiences with a child each week to practice using these guides. Keep a diary of your experiences and report to the class.	Baker and Fane, Understanding and Guiding Young Children, Ch. 5, pp. 139-147 Cross, Enjoying Family Living, Ch. 6 (AT) Read, The Nursery School, Ch. 4
Children are capable of making a tremendous effort when they are given encouragement and approval, for they receive a great deal of satisfaction from doing things with an approving adult.	Discuss why it is important to give children positive directives rather than negative directives. Assignment: Make a list of twenty statements beginning with "Don't" that are commonly used in dealing with preschool children. Then match it with twenty statements saying the same thing in positive terms. or Play a game called "Accentuate the Positive." Select a leader. The remaining class members form a line. The leader reads a statement used with children beginning with "Don't _____ _____." Each student in turn gives an acceptable positive translation. If he misses, he drops out. Continue contest until "top three positive experts" remain.	Fleck and Fernandez, Exploring Home and Family Living, Ch. 24 Ross Laboratories pamphlet, When Your Child is Contrary

Helping a child learn to respect the rights of others, to live by a schedule which fits into the life pattern of his family, and to want to do the things acceptable to his society will lead to the development of a healthy, normal, likable child and eventually a pleasant, wholesome adult.

Panel Discussion: "Why are some conflicts between children necessary and even desirable.?"

Field trip: Visit a Head Start, kindergarten, or nursery school to see how adult leaders guide children's behavior.

or

View a film which depicts how adults guide children's behavior. Answer questions on a film guide.

Helping the Child to Accept the Do's, and Helping the Child to Accept the Don't's, Audio-Visual Services, University of Kentucky

or

Little World, Kentucky Department of Child Welfare

or

Head Start to Confident, Modern Talking Picture Service

Effective discipline includes these three elements:
- Education (teaching the child acceptable and unacceptable behavior)
- Reports (praise and approval for doing what is expected of him)
- Punishment (correction for intentional wrongdoing)

(AT) Reports on changes in types of discipline during the past seventy-five years.

or

Symposium to discuss authoritarian, permissive, and democratic forms of discipline.

or

Present skits to contrast the old and modern methods of discipline.

Observe the methods of discipline used by parents of young children you know. Classify into three common types of discipline established by the report, symposium, or skit.

Hurlock, Child Growth and Development, Ch. 21

Children often misbehave to get attention when they feel they have been left out, or that they are getting less attention than others.

Buzz Session: In small groups view pictures of children with behavior problems identified in the captions. Discuss what caused them to misbehave and how the problem should be handled. Summarize by making a chart, using a chalkboard or another visual aid.

Problem	Cause	Cure

Dodson, How To Parent, Ch. 8 and 9

COMPREHENSIVE I. IV. Factors to consider in the routine care and guidance of young children

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The more a child feels loved and appreciated for himself, the more readily he will accept reasonable limits imposed upon him.	React to questions such as: "How do you feel about being bossed?" "How do you feel about bossing others? Relate this to young children.	Baker and Fane, Understanding and Guiding Young Children, Ch. 7 and 8
It is important to find ways of showing each child that he or she is important and has a place in the family.	Divide into groups according to position in the family, for example: - the only child - the youngest child - the middle child - the eldest child. Each group identify how they were treated differently from other children. Report to class.	
	View a film on the discipline of preschool children. Discuss what the teacher did to prevent trouble between children during play. How did she act toward children when they misbehaved?	Discipline and Self-Control, Modern Talking Picture or Head Start film service
Punishment seldom solves problems arising from sibling rivalry, and may increase siblings' resentment against each other.	Discuss sibling rivalry. In what ways can parents help improve relations between siblings ? Panel Discussion: Invite parents to discuss a variety of methods of discipling several children in one family.	Ross Laboratories pamphlet, Your Children's Quarrels
	Independent study of behavior problems which require special guidance, such as: - shyness - sibling rivalry - agressiveness - dawdling	McDermott and Nicholas, Homemaking for Teenagers, Book I, Ch. 2
	Evaluation: Given a list of typical case situations requiring guidance, select the most desirable response by recalling the guidance techniques which the class concluded were most effective.	Baker and Fane, Understanding and Guiding Young Children, Ch. 5, pp. 153-157 McDermott and Nicholas, Homemaking for Teenagers, Book I, Ch. 2, pp. 61-62

COMPREHENSIVE: I.

MAJOR CONCEPT FOR UNIT: V. Importance of play in the development of young children

SUPPORTING CONCEPTS:
A. Value of play to a child
B. Variety in play activities
C. Play materials to stimulate development
D. Importance of playmates to a child

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze the importance of play in the development of young children.

SPECIFIC PERFORMANCE OUTCOMES:

The student will:
- list six values of play to a child.
- identify a variety of play activities.
- lead young children (or members of class) in one play activity.
- state several opportunities for stimulating creativity in a child.
- list guides for selecting play material for children.
- select appropriate play materials for young children.
- explain the necessity of playmates in a child's development.

GENERALIZATION: A child develops emotionally, physically, intellectually, and socially through play.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Interest Approach: Display on a bulletin board a large picture of two children playing with caption in the form of an acrostic: P rovides L earning A s Y oung Children	
Play is the child's natural way of learning.	Explore resource materials for ideas on the contribution of play in the life of a child.	Hurlock, Child Growth and Development, Ch. 15 Baker and Fane, Understanding and Guiding Young Children, Ch. 6 Cross, Enjoying Family Living, Ch. 6
A child can learn about himself and his world through play.	Resource Person: Invite a nursery school teacher to speak to the class on "Values of Play."	Early Childhood Education Packet, Hymes, "Value of Play"

COMPREHENSIVE: I. V. Importance of play in the development of young children

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
	Observe children in an outdoor play experience. Complete an observation sheet for discussion at the next class period.	Semester Course in Child Development, Appendix F
Play is important and necessary for developing healthy bodies and healthy personalities.	View a film which describes the importance of every child having a positive self concept.	Head Start to Confidence, Modern Talking Picture Service
	Read and discuss a list of the values of play to a young child. - "Outlet for excess energy - Development of all parts of the body—bones, muscles and internal organs - Exercise which promotes good appetite and healthful sleep - Development of many skills which will prove to be useful throughout life - Outlet for pent-up anger, jealousy, and fear - Learning how to get along with other children - Learning to conform to wishes of others - Learning to cooperate and share - Learning to be a good sport and a good loser - Learning to conform to rules." –Hurlock	Hurlock, Child Growth and Development, Ch. 15
	In small groups collect pictures to illustrate the values of play. Share pictures with class.	
Through play, the child discovers what materials are like and what he can do.	Grab Bag: Choose a play material (such as modeling clay) from the grab bag and explain what a child can learn from playing with that material.	
	Role play several situations such as: - Parent with a sick child - Daddy and son at the circus	
	(FHA) Present a puppet show to preschoolers about "Litter Bugs," pollution , or protecting the environment.	
	Discuss: How does dramatic play help a child to grow into an adult?	

	Evaluation: Write a story about a child who was given a variety of playthings such as: - blocks - puzzles - art media - puppets - swings - balance team - climbing bars Describe ways the child would grow.	
A child engages in many different types of play.	Bulletin board: Display different types of play activities.	
	Examine pamphlets, magazine articles, and other resources for information about different types of play experiences. Examples: - free play - organized play - group singing - story hour - rhythms - dramatic imitative play - nature experiences - outdoor play - creative play - manipulation and construction play	Hurlock, Child Growth and Development, Ch. 15 Matterson, Play and Playthings for the Preschool Child Baker and Fane, Understanding and Guiding Young Children, Ch. 6
	Discuss the different stages of development in play such as: - solitary play during infancy - parallel play during toddler stage - cooperative play during later preschool years	Fleck and Fernandez, Exploring Home and Family Living, Ch. 26 Shuey, Woods and Young, Learning About Children, Ch. 14
Creativity is the capacity to innovate, invent, or reorganize elements in ways new to the individual.	Exhibit: Display materials used to develop creative expression in children.	
Expensive equipment is not needed to provide creative activities.	Practice working with different materials to learn how to guide children in using them, such as: - play dough - finger paints - potato printing - collages - sanded scrap lumber - milk cartons - egg cartons - popsicles	Silverblatt, Creative Activities, A Manual for Teachers of Preschool Children Baker and Fane, Understanding and Guiding Young Children, Ch. 8

COMPREHENSIVE: I - V. Importance of play in the development of young children

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The environmental climate that allows freedom for an individual to explore and to express himself will foster creativity.	Analyze the effects of different colors, sounds and textures on people. Answer questions such as: - how do these effects vary? - why should there be a noticeable absence of adult instructions on the use of creative materials?	Brisbane, The Developing Child, Ch. 12
Creative play provides an outlet for the feelings of any child.	Discuss the importance of encouragement and praise in building a child's faith in his abilities and the importance of respect for the work of others.	West, Through Art the Child Learns About Himself, Bureau of Instruction, Kentucky Department of Education
	Evaluation: Divide into teams. List the values of creative material as a means for a child to express his feelings. The team with the longest and best list wins.	Wylie, A Creative Guide for Preschool Teachers
	Make a scrapbook of games and play ideas that can be used when caring for children, such as classification of games suitable for various age levels and indoor and outdoor play activities.	Colorado FHA, Preschool Guide Kauffman and Farrell, If You Live with Little Children
	Select group leaders and practice some of the rhythms, songs, and action games that children enjoy.	Flannelgraph Record Kits, School Supply Company, Inc.
	Field trip: Visit a Day Care Center or Head Start classroom to lead children in some play activity.	
	Construct simple rhythm instruments to give to preschool children.	Matterson, Play and Playthings for the Preschool Child, Ch. 9
		ACEI, Children Can Make It
Every child needs a place to play where he is in no danger of hurting himself or of damaging the belongings of others.	(AT) Research and report on the effect of a child's environment upon his type of play.	Early Childhood Education Packet, Kentucky State Department of Education
	Observe and assist with the playschool in the semester course in child development.	

	or Supervise and report on play of children at home.	
Some play activities may have to be restricted because of the danger involved.	(EE) Improve the safety of the children's play area at home. or (EE) Plan and carry out play activities with small children while mothers attend an adult class, vote, etc.	
Children become confused and tired if they have too much to do, therefore, when planning parties for children: - limit guests to six or less - choose simple games - serve light refreshments - limit the time A party provides a way for children to: - mix with other children - eat with other children - share with other children - socialize with other children	Read references and guidelines for planning parties for young children. Plan and conduct a small party for preschoolers. Allow time for free play, organized play and social interaction. Follow up: Discuss observations such as: - the ages of the children - sibling relationships - opportunities for participating in different activities. (FHA) Set up a "catering service" for parties for young children. (FHA) Have a "Hobo Picnic" for a group of five-year-old youngsters. Children can come dressed in patched clothes, old hats, etc. Each child may bring his own lunch in a bag tied in a bandana. Plan games suitable for this age group.	Cross, Enjoying Family Living, Ch. 6 Wallace and McCullar, Building Your Home Life, Ch. 17 Freeman, Betty Crocker's Parties for Children
The selection of play materials for children is influenced by the child's: - stage of development - needs - interests	(CE) Select toy advertisements that have reference to the development of children. List ways these would influence a parent to purchase play materials for children such as: - the developmental stage of the child - the needs of the child - the interests of the child. or Prepare an illustrated notebook of children's toys. Indicate ways in which the toys can help growth. or Analyze a selected toy or game in relation to the way it stimulates physical, mental, and creative development.	Catalogues: - Creative playthings - Community playthings - Childcraft State Department of Health pamphlets, Toys for the Child, and Toys and Books for Children Cross, Enjoying Family Living, Ch. 6 Fleck and Fernandez, Exploring Home and Family Living, Ch. 26

COMPREHENSIVE I - V. Importance of play in the development of young children

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
		Dodson, How To Parent, "Toys and Play Equipment for Children of Different Ages and Stages."
	Bring to class examples of games and toys and discuss their appropriateness for a specified age group. (FHA) Set up, at a PTA meeting, an exhibit of books, games, and toys suitable for children of various ages. Evaluation: Play the game "Toy Chest." (NOTE: Pupil is blindfolded, spun around, and allowed to point to a picture of a toy on the bulletin board. Pupil must then tell the name of the toy, how it is used, the age of the child for which the toy is suitable, etc.) View transparencies, a filmstrip, or slides on the selection of toys for children.	
Select toys for children that are versatile, workable, durable, safe, and attractive to the child.		3M Transparencies, Importance and Selection of Toys, Home Economics Packet No. 20 or J.C. Penney, Toys and Activities, "Play - A Learning Medium for Preschool Children." or Community Playthings, (set of slides and script)
	Develop a check list for selecting play materials. Include: - safety - durability - educational value - appeal to children Analyze selected toys or games using check list developed. Report observations to class. Visit a toy shop to see types of toys and games available. Report to class.	Community Playthings, Criteria for Selecting Play Equipment for Early Childhood Education Colorado FHA, Preschool Guide
The provision of accessible storage for playthings will encourage children to put toys away.	Explore books to determine good storage for children's play equipment.	Matterson, Play and Playthings for the Preschool Child, Ch. 2

		Barkley and Champion, Teen Guide to Homemaking, Part 2, p. 230 Galbraith, Child Development Equipment
Children need guidance in learning to care for their toys.	Explore and discuss resources on guiding children to put toys away. Visit a nursery school, Head Start program, day care center, or kindergarten to learn what play equipment is enjoyed by the children. Question teachers or teacher aides to find how they teach children to put toys away. Choose or make a toy to send to the kindergarten as a thank-you gift. (EE) Make and carry out plans for helping younger sisters and brothers to put toys away. Choose or make suitable storage for toys. Interest Approach: Sing the song "Playmate" to the class. or Collect pictures of children at play. Describe the learnings involved in each picture.	
Children develop socially and emotionally through play.	Discuss how a child learns to share, to assert independence and to have his rights to possessions respected. Summarize some of the things children learn from playing with other children.	Hurlock, Child Growth and Development, Ch. 15 Baker and Fane, Understanding and Guiding Young Children, Ch. 4
Parallel play is the name given to play of toddlers who have not yet learned to play together but like to have other children around who are also playing. Three year old children may begin to play cooperatively. Four- and five-year-old children are more interested in small group play.	Observe children of different ages, at play, to determine the extent to which they play alone and with others. (NOTE: Have parents bring children to school—or visit a Head Start Center.) Discuss questions such as: - When do children need playmates? - What opportunities are there for playmates for an only child? - Why do children invent playmates?	Dodson, How to Parent, Ch. 5 Brisbane, The Developing Child, Ch. 8 and 11
If a child's needs for companionship are not satisfied, he may choose undesirable alternatives, such as: - keeping imaginary playmates for a long period of time - excessive dependence on pets for companionship - spending too much time watching TV - spending too much time daydreaming.	Recall satisfying experiences shared with playmates or pets. View and discuss pictures found in reference. Discuss the value of providing companions for children, including pets.	Shuey, Woods, and Young, Learning About Children, Ch. 4

COMPREHENSIVE - I. V. Importance of play in the development of young

Some Supporting Content and Generalizations	Teaching Learning - Eval
	Evaluation: Write a diary of a yo his playmates—either real or imag

n the development of young children

	Teaching Strategies Learning - Evaluating Experiences	Resources

ıation: Write a diary of a young child in which he tells about
aymates–either real or imaginary.

COMPREHENSIVE: I.

MAJOR CONCEPT FOR UNIT: VI. Community agencies concerned with the care of children of working mothers

BEHAVIORAL OBJECTIVE FOR UNIT: Appreciate the services of community agencies which care for children while their mothers work.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - recognize the need for more day care centers because of the increase in the number of working mothers.
- explain services performed by different community agencies which care for children.
- develop a simple check list for identifying characteristics of acceptable programs and facilities of a day care center.

GENERALIZATION: As more mothers with preschool children are employed away from home, there is a growing need for special arrangements for child care.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Decisions of individual women to seek employment outside the home are often based on economic reasons.	Interest Approach: Answer the following questions: - Does your mother work outside the home? - What are the reasons women work outside the home? - Are these reasons universal?	
A recent U.S. Department of Labor survey showed that one fourth of the nation's mothers who live with their husbands and have children of preschool age are in the labor force.	(DR) Discuss what special problems exist for the mother with children below school age who decides to seek employment outside the home.	
	(DR) View a film to find what special stresses and strains are placed on children whose mothers work outside the home.	Children of Change, Kentucky Department of Child Welfare
Research studies reveal that mothers are more satisfied in the dual role if their children can receive high quality care.	(DR) Situation topic - "If a mother in this community wanted to go to work, where could she leave her children?" Survey local community to find available facilities such as: - Head Start Program - day care centers - church day nurseries - individuals who baby sit in their own home, etc.	Directory of Health, Welfare, and Community Services
	(DR) Debate: It is better to leave a child with a baby sitter than to leave a child in a community day care center while mother works.	
	(DR) Discuss whether or not the needs of individual children can be met in a day care center.	

COMPREHENSIVE I - VI. Community agencies concerned with the care of children of working mothers

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A child benefits more from the quality rather than the quantity of time spent with his mother.	(DR) Brainstorm ways a working mother can compensate for being away from her child so much of the time, such as: - reserving a special time, each day, to spend with the child - making a special effort to plan family activities on week-ends - taking the child to visit the place where the mother works - helping with parties at a day care center. (EE) Offer to help a working mother by taking her children on a picnic or to the movies when she does not have time to do so.	
A day care center is designed to supplement, not substitute for, the parents' responsibility for the child's care, guidance and supervision.	Develop a simple check list for examining day care agencies, such as: - space for playing with blocks - housekeeping center - provision for creative arts - availability of books - music center - adult-child ratio	Kentucky Department of Child Welfare, Standards and Regulations for Day Care Centers and Day Care Home How to Select a Good Kindergarten/Nursery School, Kentucky Department of Education Education in Kentucky for Children Under Six, Kentucky Department of Education
High school students who volunteer to work with preschool programs make a contribution to the enrichment of the children's experiences.	Field trip: Visit a day care center to examine facilities and ask questions about the program. Use a check list to identify characteristics. Share copies with day care personnel. Plan to interact with the children by: - dramatizing a story - putting on a puppet show - teaching some aspect of good grooming, such as brushing teeth, polishing shoes, washing hands - setting up a grocery store - teaching children how to use measuring spoons and cups. Discuss experiences at the day care center. Role play a mother visiting a day care center to look at facilities and find out about the program. Share opinions as to the value of a day care center. Evaluation: Complete the statement, "The day care facility I choose for my child will . . ."	Sharp, Thinking is Child's Play Colorado FHA, Preschool Guide Wylie, A Creative Guide for Preschool Teachers

COMPREHENSIVE II

TITLE OF UNIT: THE WONDER OF LIFE

SUGGESTED TIME: 5-6 weeks

MAJOR CONCEPTS FOR UNIT:

The importance of understanding the basic facts of human reproduction
Pregnancy
Childbirth
Community agencies concerned with pregnancy, childbirth, and adoption
The importance of postnatal care
Infant development
Job-entry opportunities in child development

BEHAVIORAL OBJECTIVES FOR UNIT:

The student will - comprehend the basic facts of human reproduction
- evaluate the effect of prenatal care on the mother and the baby.
- comprehend the process of childbirth.
- value the work of community agencies concerned with pregnancy, childbirth and adoption.
- analyze factors which influence postnatal care of the mother and the baby.
- analyze how the care of the infant affects his development.
- recognize job-entry opportunities in child development.

UNIT GENERALIZATIONS:

Understanding human reproduction relieves unnecessary confusion, fear, and anxiety.

Following sound medical advice during pregnancy results in fewer problems both before and after delivery.

A well-informed, cooperative mother-to-be is more likely to experience a smooth delivery.

Community resources are available at a minimum cost for families who want help with family planning, prenatal and infant care, and adoption.

When a baby is given adequate care by a person who is physically and emotionally healthy, he develops a feeling of security and well-being.

Hereditary and environmental factors influence the development of the infant.

Knowledge of possible job opportunities provides a basis for job preparation.

CONCEPTUAL OUTLINE FOR UNIT - THE WONDER OF LIFE

(Comprehensive II Level)

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I. The importance of understanding the basic facts of human reproduction 49

A. Heredity
   1. Inherited traits
   2. Determination of sex
   3. Multiple births
B. Reproductive systems
   1. Female reproductive system
   2. Male reproductive system
C. Conception

II. Pregnancy 54

A. Symptoms of pregnancy
B. Choosing a physician
C. Dietary needs of the pregnant woman
D. Stages in the development of the embryo and fetus
E. Personal care and grooming during pregnancy
F. Possible problems or complications of pregnancy

III. Childbirth 62

A. Labor
   1. Stages of labor
   2. Use of anesthetics
B. Delivery
   1. Birth positions
   2. Multiple births
   3. Premature births

IV. Community agencies concerned with pregnancy, childbirth, and adoption 66

A. Sources of help during pregnancy, childbrith, and adoption
B. Sources of help for the unwed mother

V. The importance of postnatal care 69

A. Care of the mother after delivery
B. Care of the baby
   1. Needs of a newborn baby
   2. Feeding the baby
   3. Bathing and dressing the baby
   4. Providing for the baby's rest
   5. Protecting the baby

VI. Infant development 77

A. Physical development during the first year
B. Intellectual development during the first year

VII. Job-entry opportunities in child development 80

COMPREHENSIVE II

MAJOR CONCEPT FOR UNIT: I. The importance of understanding the basic facts of human reproduction

SUPPORTING CONCEPTS:
A. Heredity
B. Reproductive systems
C. Conception

BEHAVIORAL OBJECTIVE FOR UNIT: Comprehend the basic facts of human reproduction.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- distinguish between hereditary and environmental traits.
- identify the factor which determines the sex of the baby.
- distinguish between the formation of identical and fraternal twins.
- use the correct terms in explaining the function of the male and female reproductive organs.
- explain the process of ovulation.
- identify the fertile days of the menstrual cycle.
- explain the biological process of conception.

GENERALIZATION: Understanding human reproduction relieves unnecessary confusion, fear, and anxiety.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(NOTE: If students have a strong background from studying reproduction in other classes, the teacher may omit this concept entirely and begin the unit with the study of pregnancy.) Interest Approach: View pictures taken from current magazines or actual snapshots of class members who show strong family resemblances. Discuss why brothers or sisters have different physical features when they have the same parents.	
Inherited characteristics are determined at conception.	Complete a pre-test on heredity.	Duvall and Hill, When You Marry, Ch. 13, p. 264
The nucleus of the fertilized egg contains forty-six chromosomes with twenty-three from each parent.	(AT) Research the effect of LSD and other drugs on chromosomes.	Local Health Department
On each of the chromosomes are many genes which determine the specific physical traits passed on through heredity. Some genes are dominant while others are recessive.	Examine a chart which shows the dominant and recessive genes in man. Discuss how physical traits are determined by genes.	Craig, Thresholds to Adult Living, Ch. 2 Ames, Child Care and Development, Ch. 23

COMPREHENSIVE II - I. The importance of understanding the basic facts of human reproduction

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Investigate other characteristics which are inherited. Report to class.	Suggested Resources: - Encyclopedias - Psychology text book - Sociology text book
	Discuss case studies of hereditary characteristics.	Riker and Brisbane, Married Life, Ch. 2, p. 26 Landis, Your Marriage and Family Living, Ch. 15
	Research hereditary features in one's family using grandparents as a resource. Make a diagram of the "family tree" back to grandparents--indicating height, bone structure, hair, eye and skin coloring.	
Although heredity is the transmittal of genetic characteristics to offsprings the environment plays an important role in the development of personalities.	Formulate a definition of: - heredity - environment	
	List inherited traits that can or cannot be changed by environment.	
	Compile statements such as: - I have my mother's blue eyes. - The only person I know who has red hair is Aunt Betty. - I inherited my mother's musical ability. - I have my father's quick temper. - Overweight runs in my family. - The son of a criminal will be a criminal. - Sue is mentally retarded. Choose by chance one of the statements. Decide if the trait is inherited, or acquired through contact with environment or a combination of the two. Report decision to class.	
	Develop a chart showing characteristics that are due: - almost entirely to heredity. - largely to the result of learning. - to a mixture of the two.	

	Summarize the physical, emotional, and social traits gained from heredity and environment.	
	Interest Approach: Answer questions such as: - Have you ever wished you were a boy? - Why were you born a girl?	
The sex of a baby is determined by the combination of chromosomes resulting from the sperm from the father joining the egg from the mother.	Read and discuss references to learn when and how the sex of a baby is determined.	Duvall and Hill, When You Marry, Ch. 13 HEW pamphlet, Prenatal Care
	Draw a diagram or prepare a bulletin board on how the chromosomes from mother and father pair up to produce a boy or a girl baby. Discuss with class.	
	Interest Approach: Invite identical and fraternal twins to visit the classroom. Tactfully describe their differences and similarities.	HEW pamphlet, Prenatal Care
Identical twins are the products of a single egg, while fraternal twins are products of two different eggs fertilized by two different sperms.	Consult references to find the cause of multiple conceptions.	Duvall and Hill, When You Marry, Ch. 13 Brisbane, The Developing Child, Ch. 2 Current magazine and newspaper articles
Triplets, quadruplets, and quintuplets are formed by different combinations of the same fertilization process.	Read reports on articles about multiple births. Share with class.	
	Examine charts which illustrate the position of twins, triplets, etc. in the uterus.	Birth Atlas, Maternity Center Association Guttmacher, Pregnancy and Birth, Ch. 18
	Interest Approach: Oral quiz on "old wives' tales" concerning human reproduction.	
	Complete a pretest on biological terms to determine what needs to be taught.	
Ovulation is the ripening of the mature ovarian follicle and the release of the egg. Once released from the follicle, the egg enters the adjacent Fallopian tube—a journey which requires several days. It is only during this journey that the egg can be fertilized by the sperm.	Review the male and female reproductive organs. or View transparencies that illustrate the male and female reproductive organs. or View a filmstrip which illustrates the male and female reproductive organs.	Ortho Pharmaceutical Corporation, Understanding Conception and Contraception, Ch. 1 and 2 3M Transparencies, How Life Begins Understanding Human Reproduction, Guidance Associates

COMPREHENSIVE II - I. The importance of understanding the basic facts of human reproduction

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Answer questions about when and how the reproductive organs function. Develop a vocabulary list of new terms. Divide into teams to define or spell the terms.	Duvall and Hill, Being Married, Ch. 7 Westlake, Relationships, Ch. 28
Estrogen causes the lining of the uterus to thicken in preparation for the possible arrival of a fertilized ovum. Had there been a fertilized ovum, progesterone would have continued to maintain the lining. The testes, contained in the scrotum, produce the spermatozoa and the male sex hormone testosterone.	View a film or a filmstrip that explains the function of hormones. Discuss the effect of hormones on one's feelings, body functions, and appearance.	Physical Aspects of Puberty, Audio-Visual Services, University of Kentucky or Understanding Premenstrual Tension, The Upjohn Company
	Complete a post-test on biological terms to determine the comprehension of the basic facts of the female and male reproductive system.	
The fertile period of the female is cyclic, but the mature male sperm is always available for fertilization.	Sketch a chart of the days in the menstrual cycle. Discuss what happens each day of the menstrual cycle, stressing the production and action of hormones, ovulation, and fertile period.	Demarest and Sciarra, Conception, Birth and Contraception
In order for fertilization to take place, semen from the male is deposited within the vagina of the female.	List anonymous questions about conception. Questions may be written as follows: "I have heard that _____." "Where can I find more information about _____?" (NOTE: Provide answers to all questions asked through references, resource person, films, etc. at some time during the study of this concept.	Duvall and Hill, Being Married, Ch. 7
Conception is the biological union of the sperm and the egg, which results in pregnancy.	View diagrams of fertilization on an opaque projector. (NOTE: Teacher may prefer to make transparencies) View a film on the process of fertilization. Discuss major points.	Demarest and Sciarra, Conception, Birth, and Contraception Human Reproduction, Audio-Visual Services, University of Kentucky
	Evaluation: Using the correct terminology, write a paragraph on "Conception-How and When Does it Occur?"	Guttmacher, Pregnancy and Birth, Ch. 3

(NOTE: If the teacher feels that a definite need of her students will be met by teaching contraception to this age group, the best time to teach it would be immediately following the study of conception. The same resources and resource people suggested here can be used for that study. It is recommended that the teachers secure the approval of the administrators and parents before beginning the study.

Sources of help:

Lexington Planned Parenthood Center, Inc.

Local Health Department

Lexington Association for Parent Education, Inc.

COMPREHENSIVE: II.

MAJOR CONCEPT FOR UNIT: II. Pregnancy

SUPPORTING CONCEPTS:
A. Symptoms of pregnancy
B. Choosing a physician
C. Dietary needs of the pregnant woman
D. Stages in the development of the embryo and fetus
E. Personal care and grooming during pregnancy
F. Possible problems or complications of pregnancy

BEHAVIORAL OBJECTIVE FOR UNIT: Evaluate the effect of prenatal care on the mother and baby.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- describe the symptoms of pregnancy.
- state two points to remember when selecting a doctor.
- cite two important reasons to visit the physician early in the prenatal period.
- justify the importance of following the doctor's orders.
- list basic four food groups and recommended allowances for the expectant mother.
- plan an adequate diet for pregnant women.
- describe the growth and development of the embryo and fetus and the subsequent change in the expectant mother's body.
- describe the type of clothing to be worn by the pregnant mother.
- explain the personal cleanliness needed by the mother during the prenatal period.
- recall the amount of rest needed by a pregnant mother.
- distinguish activities which are permissible for the pregnant mother.
- explain possible discomforts of pregnancy.
- point out symptoms of serious complications of pregnancy.

GENERALIZATION: Following sound medical advice during pregnancy results in fewer problems both before and after delivery.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Interest Approach: Answer questions such as: - How can a woman tell when she is pregnant? - Is she always certain?	
Physical signs of pregnancy vary with individuals.	Flip chart: View a flip chart giving symptoms of pregnancy to stimulate class discussion, such as morning sickness, missed period, and tender breasts.	HEW pamphlet Prenatal Care
Every pregnancy is different and every woman's reactions differ in each pregnancy.	Panel Discussion: Invite mothers (consisting of mothers-to-be, first time mothers, and mothers of several children) to give personal experiences regarding first physical signs of pregnancy.	Westlake, Relationships, A Study in Human Behavior, Ch. 31

Serious complications may be avoided if a woman will go to a doctor as soon as she suspects that she is pregnant.

Lecture: Listen to a lecture on woman's obligation to humanity to have as healthy a baby as possible . . . with emphasis on the following points.
- A mother should be in top physical condition before she gets pregnant.
- The first month has already passed before a woman even suspects that she is pregnant, and by then all vital organs are already formed in the embryo.
- The doctor needs to examine the patient early in her pregnancy in order to assure optimum care.

Brisbane, The Developing Child, Ch. 2

March of Dimes pamphlet, Be Good to Your Baby Before it is Born

Pamphlet from Florence Crittenton Association of America.

Evaluation: Describe four common physical symptoms of pregnancy.

The amount and kind of professional care during pregnancy depend upon availability, values, knowledge, and resources.
The doctor - patient relationship will be more satisfactory if the woman will choose a doctor that is competent in the field of obstetrics and one whom she respects and likes personally. In some situations the patient may be cared for by a team of doctors rather than one specific physician.

List the places where a woman can go to be examined by a doctor in order to confirm her pregnancy.

Discuss points to be considered in the selection of a doctor.

Sources of professional care:
- Health Department
- Hospital Clinics
- Private Physicians

HFC pamphlet, Your Health and Recreation Dollar

Define:
- general practitioner
- obstetrician
- pediatrician

Analyze the following case studies:

Because the first three months are the critical period of pregnancy, it is wise for a woman to see a doctor as soon as she suspects she is pregnant.

Jane suspects that she is pregnant, but has had some spotting each month. She has put off going to the doctor because she is very short on cash. At four months she miscarries and is the hospital two weeks.

Since many doctors charge a lump sum which covers all care during pregnancy, delivery, and for a time after the baby's birth, a woman gets the optimum benefits if she goes to the doctor very early in her pregnancy.

Ann went to the doctor when she missed her first period and returned the next month when the doctor confirmed that she was pregnant. She dislikes going to the doctor because he scolds her for not drinking milk, gaining too much weight, and a dozen other things.

An uncomplicated pregnancy, a safe delivery, a health child and a speedy recovery depend largely upon the care the

Role-play the wife making her first visit to the doctor to confirm her pregnancy.

Public Affairs pamphlet, Nine Months to Get Ready

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
mother is given and her willingness to follow her doctor's advice as well as her husband's understanding and assistance.	Ask a nurse to explain what to expect during visits to the doctor during pregnancy and the reason for each. (Example, blood test, urine test, weight measure.)	Nilson, Ingelman-sundberg, and Wirsen, A Child is Born, pp. 72-81
	Using resource materials available, develop a list of approved prenatal care practices .	HEW pamphlet, Prenatal Care
	Justify reason for including each practice on the list.	
	Evaluation: Answer sentence completion questions such as: - A woman is more apt to have a satisfactory relationship with her doctor during her pregnancy if she chooses a doctor who _____ _____. - It is important for a woman to see a doctor as soon as she suspects she is pregnant because _____. - If a woman will follow her doctor's advice during her pregnancy, she is more likely to _____.	The American National Red Cross Instructor's Guide on Mother and Baby Care
	Interest Approach: Recall the story of "The Three Little Pigs" who built houses of straw, wood, and brick. Discuss why it is desirable to select the best building materials possible. Relate this to "building a baby."	
A balanced diet is essential during pregnancy.	Circular response: Recall what makes a balanced diet.	Gerber pamphlet, Baby's Book
	Consult references to discover what differences a woman should make in her diet because of pregnancy.	HEW pamphlet, Prenatal Care March of Dimes pamphlet, Be Good To Your Baby Before It is Born
	View a film on prenatal care. Generalize the mother's diet afterwards.	Local Health Department, Prenatal Care
	(AT) Examine research studies which emphasize the importance of an adequate diet preceding pregnancy.	
	View pictures to learn how the baby receives food and oxygen through the umbilical cord.	Nilsson, Ingelman-Sundberg, and Wirsen, A Child Is Born, p. 81

An adequate diet, in which the mother receives the basic four foods daily contributes to the proper nourishment of the embryo and fetus.	Resource Person: Invite a person such as a nutritionist from the county health department to explain "Special dietary needs during pregnancy."	Health Department or American Red Cross pamphlets
	Discuss why doctors insist that their dietary recommendations be followed specifically. Why are weight gains carefully watched?	(SL) HEW pamphlet, When Your Baby is on the Way
Because the baby receives his nourishment from the mother's body, the pregnant woman who has an adequate diet contributes to the health of both the mother and the unborn child.	Use references to set up the criteria for planning diets for pregnant women. Work individually or in small groups to plan menus for pregnant women for two or three days. (D) Use a list of commodity foods when planning the menus.	National Dairy Council pamphlet, What to Eat Before You Are Pregnant/While Your Are Pregnant/After Baby Comes
	Evaluate the menus using the above criteria.	
	Interest Approach: Prepare a bulletin board with caption, "Mary, Mary, quite contrary, how does your baby grow?"	
Prenatal development follows a definite pattern.	View a film which shows how the embryo develops.	"Biography of the Unborn," Audio-Visual Services, University of Kentucky
	or	
During the first two months the developing baby is called an embryo, and during the period from three months to birth it is known as a fetus.	Examine charts and drawings which show how the embryo grows and develops during various stages of pregnancy.	Demarest and Sciarra, Conception, Birth, and Contraception
	Note the main characteristics of development which occur each month during pregnancy.	Birth Atlas, Maternity Center Association
		Carnation Company, Pregnancy in Anatomical Illustrations
		Nilsson, Ingleman-Sundberg, and Wirsen, A Child is Born
	(EE) Interview several pregnant women and mothers with young babies to find information such as: - In what month was the first movement felt? - When was maternity clothing first worn? - How much weight was gained during pregnancy?	
The fetus is connected to the placenta by the umbilical cord through which he receives nutrients and oxygen and eliminates waste products. The amniotic sac (bag of waters) contains fluid which: - keeps the baby at an even temperature - cushions him against possible injury - provides a medium for free movement.	Analyze how mother's behavior affects baby's development and how baby's development affects mother's behavior.	Gerber pamphlet, How Does Your Baby Grow? Brisbane, The Developing Child, Ch. 2

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Anything that adversely affects the developing embryo may result in physical abnormalities. If the abnormality is severe, the embryo may die and be aborted from the uterus.	Complete a fictitious "letter from an unborn baby" to its mother at each month during pregnancy to: - stimulate thinking about the development of the unborn baby - provide information on nutrition - encourage the mother to seek adequate medical attention - encourage the mother to take good care of herself.	"Letters from Your Unborn Baby," Illinois Teacher, pp. 51-82
	(At) Consult and report research findings on pregnancies regarding: - the number of live births in relation to the age of the mother - the number of premature deliveries in relation to the age of the mother - the number of birth defects in relation to medication - the socio-economic condition and the age of the mother	Current magazine articles such as: "What's Happening to Today's Children," U.S. News and World Report, Feb. 21, 1971 Guttmacher, Pregnancy and Birth, Ch. 13
A spontaneous abortion, or miscarriage, is the birth of the baby at a time before the fetus has developed enough to live in the outside world. This type of abortion occurs most frequently before the fifth month of pregnancy.	Read and discuss references which give information on the following: - spontaneous abortion - therapeutic abortion - criminal abortion	HEW pamphlet, Prenatal Care Riker and Brisbane, Married Life, Ch. 14 Duvall and Hill, When You Marry, Ch. 13 Westlake, Relationships, Ch. 31
	Evaluation: Complete a multiple choice test on prenatal development.	
The comfort of a mother during pregnancy is affected by the type of clothing she wears.	Examine maternity clothing and undergarments or look for illustrations in catalogues or pattern books. Determine which styles are most flattering, which undergarments give the best support, and which would be the best buy. (EE) Construct maternity clothing for a relative or friend.	Current magazines, catalogues, and pattern books Local dress shops

	(FHA) Collect used maternity clothing and give to a community agency for distribution to the needy.	
A pregnant woman may perspire excessively, so a daily bath will keep her fresh. Her breasts may require special attention. Since moderate exercise helps maintain good circulation and muscle tone, a woman may continue most of her regular activities during pregnancy. People differ in the amount of rest they need, but a pregnant woman may avoid fatigue by having eight hours of sleep at night and resting several times during the day, with her feet elevated.	Recall the basic rules of personal hygiene for all people. Decide if there would be any differences for a pregnant woman. Verify decisions by consulting references.	HEW pamphlet, Prenatal Care Brisbane, The Developing Child, Ch. 2 Guttmacher, Pregnancy and Birth, Ch. 7 Public Affairs pamphlet No. 376, Nine Months to Get Ready Ross Laboratories pamphlet, Care for You and Your Baby-To-Be
	(DR) Panel Discussion: Invite a panel of employed homemakers, who are pregnant, or new mothers, to discuss: - the length of their maternity leave - the type of employment - the activities restricted by their doctors (EE) Inquire about maternity leave at different business places in the local community and report to class.	
	Compile a list of questions pregnant mothers ask most often and read references to find the answers.	Ames, Child Care and Development, Ch. 3
A dental check-up in early pregnancy helps maintain healthy gums and teeth.	Explain the basis for the saying "A tooth for every child." Decide if the statement is true or false. Consult references to find recommended dental care. Evaluation: List ten responses to the statement "What a Mother Can do to Have a Healthy Baby."	March of Dimes pamphlet, Be Good to Your Baby Before It is Born Ames, Child Care and Development, Ch. 3 HEW pamphlet, Prenatal Care
	Interest Approach: View a picture of a pregnant woman who looks distressed or in pain. Brainstorm: What is her problem?	(SL) Carnation Company pamphlet, When You're Going to Have a Baby
It is important for a pregnant woman to see her doctor regularly so that he may: - inquire about any symptoms or problems - make a diagnosis - give treatment as early as possible.	Present "mini-reports" on common discomforts during pregnancy, their cause and cure.	(SL) HEW pamphlet, Prenatal Care March of Dimes pamphlet, Be Good To Your Baby Before It Is Born

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
		(SL) HEW pamphlet, When Your Baby is on the Way
Complications during pregnancy which might end the life of the fetus may produce symptoms which, with medical care, can be corrected.	View a transparency or flip chart listing symptoms of complications which would need to be reported to the doctor immediately. Discuss the significance of each symptom. (NOTE: Teacher may use references to design a transparency) Evaluation: Complete a checklist to distinguish between minor discomforts during pregnancy and symptoms of a more serious complication.	Guttmacher, Pregnancy and Birth, Ch. 10 Duvall and Hill, When You Marry, Ch. 13
Congenital diseases during pregnancy may cause harm to the unborn child. Some drugs may harm unborn babies.	View a film on venereal diseases. Discuss how syphilis affects the unborn baby and gonorrhea infects the baby during birth. (AT) Independent Study on the effect the following have on the prenatal development of the baby: - diseases - drugs - tobacco - alcohol Report finding to class. Evaluation: Analyze problem situations such as: - Barbara and Betty went to the same obstetrician. The doctor told Barbara to limit her weight gain to twelve pounds, but he let Betty gain twenty-five pounds. What reasons can you give for this? - Mary has had a long history of anemia. Why is it especially important that this be checked during her pregnancy? - When Louise was pregnant her feet swelled so that she could not wear her shoes. Why did her mother-in-law insist she ask the doctor about it?	A Quarter Million Teenagers, Kentucky Department of Libraries Westlake, Relationships, Ch. 31 Riker and Brisbane, Married Life, Ch. 2 Montagu, Life Before Birth, Ch. 6-7 Hurlock, Child Growth and Development, Ch. 2

- Sue has coffee and cigarettes for breakfast. What does her unborn baby have?

- Eva is seven months pregnant and still working at the office. Some nights she is so tired that she cannot sleep. Should she take sleeping pills to make sure she gets adequate rest?

- Nancy thinks she may be pregnant. Why should she avoid contact with her nephew who has measles?

COMPREHENSIVE: II.

MAJOR CONCEPT FOR UNIT: III. Childbirth

SUPPORTING CONCEPTS: A. Labor
B. Delivery

BEHAVIORAL OBJECTIVE FOR UNIT: Comprehend the process of childbirth.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - explain the three stages of labor.
- distinguish between general and local anesthetics.
- distinguish between normal delivery, breech birth, and Cesarean section.
- explain how the doctor can tell at delivery whether twins are identical or fraternal.
- explain when a baby is premature.

GENERALIZATION: A well informed cooperative mother-to-be is more likely to have a smooth delivery.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Interest Approach: Brainstorm tales and ideas about childbirth, and follow with a truth session.	
When it is time for delivery the mother begins to experience regular contractions of the uterus.	Research the process of childbirth. Discuss how the mother's body is especially suited for pregnancy and delivery.	Guttmacher, Pregnancy and Birth, Ch. 13 Demarest and Sciarra, Conception, Birth and Contraception (SL) Maternity Center Association, Mrs. King Has a Baby (SL) Ross Laboratories, Your Baby is Coming Soon
Labor is divided into three stages: - The first stage of labor, which is the longest period, begins with the dilation of the cervix and lasts until the cervix has dilated sufficiently to allow the fetal head to pass into the vaginal canal. - The second stage of labor consists of the	View a filmstrip to become familiar with the three stages of labor. or View pictures to become familiar with the three stages of labor. View a film of the actual birth process.	Having a Baby, Maternity Center Association Birth Atlas, Maternity Center Association Demarest and Sciarra, Conception, Birth, and Contraception "A Normal Birth," Health Department or

fetus passing through the birth canal and the cutting of the umbilical cord.		Red Cross or "Labor and Childbirth," Red Cross
- In the third stage of labor the placenta and fetal membranes are expelled.	Resource Person: Invite a doctor, nurse, or Red Cross representative to answer questions about the entire concept of childbirth. Problem Solving: Decide what to do if one can't go to a hospital for the delivery of the baby. Evaluation: Write a summary of what happens during each stage of labor.	
General anesthetics go through the bloodstream and render the patient unconscious; since they pass through the placenta into the baby's circulatory system, they make the baby sleepy too.	Symposium: Listen to a symposium, of carefully screened women who have recently had babies, discuss: - how long they were in labor? - what type of anethesia they had during delivery? - how long they remained in the hospital? - how much the doctor charged? - how much the hospital charged?	Hurlock, Child Growth and Development, Ch. 1
Local anesthetics, which deaden the nerves to a restricted area, do not enter the bloodstream, so do not pass through the baby's circulatory system.	(AT) Research recent advances in medical technology that have greatly reduced infant mortality.	Guttmacher, Pregnancy and Birth, Ch. 14
	Special Report: Present a report on natural childbirth.	Montagu, Life Before Birth, Ch. 1 HEW pamphlet, Prenatal Care Lexington Association for Parent Education, Class Folder
	Evaluation: Write a story about a young woman who is having her first baby. Describe the type of anesthesia she chose and give reasons for her choice. Interest Approach: View a picture of a doctor holding up a new born baby by his heels.	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Examine pictures which show the various positions of the fetus at birth.	Birth Atlas, Maternity Center Association Guttmacher, Pregnancy and Birth, Ch. 14 HEW pamphlet, Prenatal Care
Most babies are born the easiest way, which is head first, because the baby's head is the biggest part of his body.	List and define new terms such as: - normal delivery - forceps delivery - induced labor - breech birth - Cesarean section.	
A breech presentation, a baby born feet or buttocks first, is a more complicated delivery.	Discuss how the fetus is influenced by its position at birth.	
If the baby cannot be born through the birth canal, the doctor performs a Cesarean section, in which he makes an incision through the abdominal wall and delivers the baby.	Research where the term "Cesarean section" originated. Diagram where the incision is made. List reasons for the need of a Cesarean section.	
Professionally trained persons with adequate facilities can usually deal successfully with complications of childbirth.	Field Trip: Visit the maternity ward of a local hospital to see: - the labor room - the delivery room - the newborn babies in the nursery. Note the differences in the size, weight, and length of the babies. Trace what happens to the mother from the time she is admitted to her dismissal. Discover what care the hospital provides for the infant from the time of delivery until his dismissal.	
	Rap session on childbirth: Indicate changes in attitude as a result of this study.	
	Interest Approach: View pictures of twins, triplets, etc., or pictures of premature babies.	

A baby weighing less than five and one half pounds at birth is considered premature and usually must be kept in the hospital because he requires special care.

Identical twins are attached to the same placenta, but each has its own umbilical cord and amnion.

Since fraternal twins develop from separate cells, each baby has its own placenta, umbilical cord, and amnion.

Consult references to determine differences in premature and full term babies and why premature babies must be kept in incubators.
(NOTE: If the film, Biography of the Unborn, has not been shown, the teacher may choose to show it at this time.)

Discuss complications of premature delivery.

Read references on multiple births. Find answers to questions to use as a basis for class discussion such as:
- Do multiple births tend to run in families?
- Does the age of the mother have any correlation with the frequency of multiple births?
- Is there any evidence that birth control pills have affected the incidence of multiple births?
- Is the term of pregnancy usually shorter or longer for multiple births?
- How much time elapses between deliveries?

Evaluation: Answer questions on multiple births and premature births.

HEW pamphlets, Prenatal Care and Your Premature Baby

Brisbane, The Developing Child, Ch. 3

Guttmacher, Pregnancy and Birth, Ch. 18

COMPREHENSIVE: II.

MAJOR CONCEPT FOR UNIT: IV. Community agencies concerned with pregnancy, childbirth and adoption

SUPPORTING CONCEPTS: A. Sources of help during pregnancy, childbirth, and adoption
B. Sources of help for the unwed mother

BEHAVIORAL OBJECTIVE FOR UNIT: Value the work of community agencies concerned with pregnancy, childbirth, and adoption.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - recongize aid available from local community agencies concerned with pregnancy, childbirth and adoption.
- recognize aid available for unwed mothers.

GENERALIZATION: Community resources are available at a minimum cost for families who want help with family planning, prenatal and infant care, and adoption.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
The Public Assistance Program of the Department of Economic Security provides income to enable needy persons to: - supplement their own resources - secure the necessities of life - provide medical and remedial care and services. Some agencies which provide emergency food and medical services are: - Salvation Army - Red Cross - Economic Opportunity Council Most county health departments provide for the medically indigent: - free family planning services - prenatal services - maternal and infant health services.	Situation Topic: Respond to the question, What can a woman do if she cannot afford medical help during pregnancy? Group work: Research work of one agency at the local, state, and national level and present group reports to class. Skits: Stimulate a TV reporter interviewing a local agency to learn of their services for women during pregnancy and childbirth. Brainstorm: services the local Health Department provides for pregnant women and new mothers, such as: - prenatal care - well baby care - medicine and vitamins Field Trip: Visit a local health department to tour facilities and hear an explanation of the services provided.	Index of State and Other Service Organizations Directory of Health, Welfare and Community Services Stewart, "Interaction Between Social Agency Personnel and Home Economics Teachers" Journal of Home Economics
The Health Department provides prenatal, infant, childhood and family nutrition counseling.	Make posters to illustrate different services of local agencies. Select catchy titles and bright colors to make them appealing.	Suggested resources: - Health Department - Public Assistance - Child Welfare - O.E.O. - Red Cross - hospitals

The Health Department has developed a referral program between the local hospital and public health nurse for premature and high-risk infant follow-up care.

The Department of Child Welfare works with families to:
- teach and train parents to provide better child care
- create conditions in the home conducive to adequate child growth and development.

The American Red Cross offers training programs in mother and baby care.

Write a paper on one particular type service of a community agency.

Evaluation: List problems a pregnant woman or a mother of young children may face.
Match these needs with the list of community agencies, compiled from class discussion. Names of agencies may be used more than once.

Interest Approach: Select an emotionally appealing picture of a young woman in a pensive mood. Respond to the question: When an unmarried girl is pregnant, where can she go for help?

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Today one out of ten mothers faces the birth of her baby without a husband. Only one out of five of these pregnant women without husbands receives services from any social agency before the baby's birth, thus heightening the risks to the mental, physical, and emotional health of both mother and child.

Listen to a tape describing a case study of an unwed mother. Use questions as a basis for class discussion.

Oral Reports: Read novels or current magazine articles describing the plight of unwed mothers. Lead the class in a discussion of the story.
(NOTE: Check the local library for novels and magazines.)

Stewart, "It Could Happen to You," Appendix C, p. 3.

Thompson, House of Tomorrow

Head, Mr. and Mrs. Bo Jo Jones

McCoy, "The Fright/Plight of the Unwed Mothers," Teen Magazine

Strom, "The Schools and the Pregnant Teenager," Saturday Review

An unwed mother is confronted with three alternatives:
- having an abortion
- keeping her baby
- offering her baby for adoption.

Circular response to weigh the advantages and disadvantages of the unwed mother:
- keeping her baby
- soliciting foster care
- giving it up for adoption
- having an abortion.

Ames, Child Care and Development, Ch. 17

COMPREHENSIVE II - IV. Community agencies and individuals concerned with pregnancy and children

	Teaching Strategies Learning - Evaluating Experiences	Resources
	Invite a doctor to come to class to answer questions about abortion.	Abortion Information Agency, or Planned Parenthood
The Florence Crittenton Association of America offers the pregnant girl a chance to: - continue her education - have skilled professional counseling - obtain good medical care - have experienced help in planning for her own and the baby's future.	Resource Person: Invite a person from a home for unwed mothers to explain the services of the organization.	Kentucky Resources for Unwed Mothers: - Florence Crittenton Home - The Department of Child Welfare - The Salvation Army
The Kentucky Department of Child Welfare: - studies and recommends adoptive homes for children of all ages and races - provides placement and supervision of children in adoptive homes - investigates and recommends to the court all adoption petitions filed in the state.	Invite a resource person to discuss: - requirements for adoption - advantages of adoption to both the child and the prospective parents.	Suggested resource persons: - Representative from the Child Welfare Office - Lawyer - Parent of an adopted child
The Kentucky Department of Child Welfare provides prenatal and postnatal counseling with unmarried parents in planning for the child, including maternity care assistance and temporary foster home placement.	List on a flip chart the qualifications for parents of adopted children.	Rondell and Michael, The Adopted Family
The unwed parent may receive financial assistance, medical assistance, and social services from the Bureau of Public Assistance under the Department of Economic Security.	Forum: Listen to a forum composed of a minister, a doctor, a social worker, a high school guidance counselor, and a parent to tell how they would counsel an unwel mother.	Directory of Health, Welfare, and Community Services, First Edition, 1970
	Evaluation: Write a story about an unmarried teenage girl who discovers she is pregnant. Trace her activities throughout pregnancy. Explain what she decides to do with the baby and the reasons for her decision.	

COMPREHENSIVE: II

MAJOR CONCEPT FOR UNIT: V. The importance of postnatal care

SUPPORTING CONCEPTS: A. Care of the mother after delivery
B. Care of the baby

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze factors which influence the postnatal care of the mother and the baby.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- explain what a mother can do to get back in shape after her baby is born.
- list causes of and ways to combat postpartum blues.
- describe a newborn baby.
- describe the care required by a newborn baby.
- explain the relationship between feeding practices and infant health.
- identify attitudes related to breast feeding.
- identify techniques of formula feeding.
- list points to remember when feeding an infant.
- demonstrate skill in bathing a baby.
- list safety precautions to follow when bathing a baby.
- demonstrate skill in folding and changing a baby's diaper.
- give some guidelines for selecting baby clothes.
- list desirable conditions for an infant's sleep.
- identify practices which protect infants from infectious diseases.
- recognize factors which contribute to a safe environment.

GENERALIZATION: When a baby is given adequate care by a person who is physically and emotionally healthy, he develops a feeling of security and well being.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Parents' attitudes toward their children are just as important as their actions.	Interest Approach: Guess what both husband wife will be concerned about when the new mother comes home from the hospital, such as: - When will she get her figure back? - How can they get enough rest when they are up all during the night? - Will they be jealous of all the attention shown the baby? - How can they take care of this baby, do the housework, keep a job, and spend time with each other? - How soon should they plan for another baby?	American National Red Cross Instructor's Guide on Mother and Baby Care
To help the mother get her strength back	Group Work: Research answers to questions and report findings	HEW pamphlet, Prenatal Care

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
quickly and to regain her figure, the doctor may suggest a few simple exercises.	to class: Each group conducts a class discussion of one phase of the postnatal care of the mother.	
Although some mothers may not experience "postpartum blues" many mothers do feel weepy, upset, and irritable about a week or two following delivery. Young parents need time to plan and participate in activities they will enjoy and to re-evaluate their relationship.	Interview young parents to learn how they felt about their new role. Ask questions such as: - Did the mother experience "postpartum blues? - What adjustments were necessary in the home life after an addition was made to the family?	Guttmacher, Pregnancy and Birth, Ch. 19 Guttmacher, Pregnancy and Birth, Ch. 17
As soon as the baby is born the uterus starts to shrink, but it may take six weeks for it to return to its usual state. It is desired that the mother have a medical examination by the end of six weeks so the doctor can determine the progress of her healing.	Read references to: - find how and when reproductive organs return to their normal size and condition - see an illustration of involution.	Guttmacher, Pregnancy and Birth, Ch. 17
	(AT) Research and report on cervical cancer and the "Pap" smear test.	Local Health Department, A Reminder for All Women, and Answers to 101 Questions About Cancer Public Affairs Pamphlet, The Facts About Cancer American Cancer Society pamphlets, Cancer of the Female Generative Organs, Cancer of the Genito-Urinary Tract, and Cancer Facts for Women
Because the new mother needs time to recuperate it is advisable for some of her responsibilities to be assumed by family members or domestic assistant.	Discuss how other members of the family may help the mother to regain her normal strength, energy, and emotional state.	

(EE) Help a new mother with her chores.

or

Stay with a baby while the mother goes shopping.

(NOTE: If there is not enough time for a detailed study of Infant Care, the teacher may choose to have her students work through the programmed manual, reinforcing only those points which she feels are necessary. The semester course in Child Development also contains a unit on Infant Care.)

Johnson and Johnson, Baby Care, (programmed instruction)

Interest Approach: Respond to the questions:
- What does a newborn baby look like ?
- What can he do?

A newborn baby is red and wrinkled with a head one-fourth the size of his body. His average weight is seven pounds and his average length is twenty inches.

Recall the appearance of the newborn babies in the hospital nursery and how little control the babies had of their eyes, arms, and legs.

HEW pamphlet, Infant Care

Brisbane, The Developing Child, Ch. 3

The newborn baby has little control of his movements. He is unable to:
- turn his body
- sit up
- reach for an object
- coordinate his eyes.

Consult references to learn the characteristics of a newborn baby.

Hurlock, Child Growth and Development, Ch. 2

Ross Laboratories pamphlet, The Phenomena of Early Development

Search for illustrations of newborn babies. Analyze reasons for their homely appearance.

Suggested resources:
- newspapers
- magazines

A newborn baby's senses of sight and hearing are less developed that his senses of taste, smell, and touch.

Ask parents what they thought the first time they saw their new baby.

Discuss how the appearance of a newborn baby may be a disappointment to parents who do not realize that the baby will change considerably as he grows.

Since a newborn baby is completely helpless, he needs someone to love and protect him and give him an opportunity to grow and develop.

Evaluation: Describe a newborn baby and determine the type of care he will require in order to be healthy and secure.

Interest Approach: View pictures of a mother breast-feeding her baby. Respond to the question, "What is the attitude toward breast feeding in the community?"

Pamphlets from different commercial companies:
Mead Johnson
Carnation
Gerber
Ross Laboratories

COMPREHENSIVE II - V. The importance of postnatal care

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The way a baby is fed is just as important as the food he eats.	Interview young mothers in the community to find out how they fed their babies. Report to class.	
	Consult references to find advantages and disadvantages of breast-feeding and bottle-feeding. Summarize.	La Leche League, The Womanly Art of Breastfeeding and The La Leche League Newsletter Mead Johnson, Facts about Breast Feeding. Carnation, You and Your Contented Baby Hurlock, Child Growth and Development, Ch. 6 Ames, Child Care and Development, Ch. 9 Gerard, Please Breast-Feed Your Baby
	Debate: "It is more desirable to breast-feed than to bottle-feed a baby." Draw conclusions.	
The amount of milk a baby needs and the times for feeding vary according to the pattern of his growth.	View a film on the self-demand schedule of baby feeding and discuss.	Baby Feeding, Red Cross
Burping a baby to remove swallowed air is a necessary part of the feeding pattern.	Demonstrations: Divide into small groups and demonstrate the correct procedures for: - making a formula - sterilizing bottles - feeding the baby - burping the baby.	Demonstration kit available from Mead Johnson
Eating habits of an infant are influenced by the attitudes and habits of the family.	Look at a picture of a mother making a face while feeding the baby. Discuss the effect of this on the baby's attitude.	

	Pool ideas on how the environment is conducive to forming desirable eating habits. While baby sitting or observing babies being fed, note behavior which may later develop into eating problems.	
The food a baby eats influences his health, rate of growth, and vitality.	Make a chart of infant foods and the suggested ages at which they are introduced into the diet. Explain reasons for vitamin supplements.	Gerber pamphlet, Infant Nutrition
If foods, in addition to milk, are introduced gradually, the baby has an opportunity to experiment with the new textures and tastes and to learn to swallow larger particles.	Taste-test strained, chopped and mixed foods. Suggest table foods that can be prepared for the baby by: - removing portions before the seasoning is added - using a blender, food mill, or colander.	Brisbane, The Developing Child, Ch. 4
The procedure used in bathing a baby is determined by the age of the baby and by the equipment available.	List points to remember when feeding an infant. Demonstration: Observe a young mother and demonstrate to class how she bathes her baby.	Hurlock, Child Growth and Development, Ch. 8
The baby is never to be left alone in the bath water because of the danger of drowning or a serious injury.	View a film or a filmstrip on how to bathe a baby. Discover how to make bath fun for the baby. or	Johnson and John Fillm, Baths and Babies or McGraw Hill, Bathing The Baby
Test the temperature of baby's bath water on the wrist or elbow because a baby's skin is more sensitive than an adult's hands.	Complete programmed instruction on how to bathe a baby.	Johnson and Johnson, Baby Care, (programmed instructions)
	Swing Around: Review the way a bath is enjoyed by a baby.	Brisbane, The Developing Child, Ch. 4
In order to apply the most cloth where there is the greatest need, fold the diaper with the thickest folds in front for a boy baby and in the back for a girl baby.	Consult references to compare the different methods of folding and pinning diapers on a baby.	Hurlock, Child Growth and Development, Ch. 7 Brisbane, The Developing Child, Ch. 4
	Practice folding and changing diapers on a life-size doll.	
	Group Work: Compare the cost and convenience of using: - cloth diapers which are washed at a laundromat - cloth diapers which you wash yourself - cloth diapers provided by a diaper service - disposable diapers.	
Babies are happiest when dressed with the least amount of handling.	Analyze how a mother pulls the garment over the baby's head quickly and how she reaches inside the sleeve to grasp the baby's hand to pull it through, so as not to upset the baby needlessly.	

COMPREHENSIVE II - V. The importance of postnatal care

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Select clothing for the baby according to the temperature of the living quarters rather the season of the year.	Examine infant clothes and fill in a check sheet of desirable and undesirable features that you would consider in their selection.	Craig, Thresholds to Adult Living, Ch. 11
A young baby has need for only a small number of clothes because most of his time is spent in sleep and he outgrows them very rapidly.	Develop guidelines for selecting clothes for baby gifts such as: - suitable for either sex - adequate size - no danger involved in construction.	Smart and Smart, Living and Learning with Children, Ch. 1 and 2
	(FHA) Construct baby clothes to give to needy families.	Infant Needs, Penney's Consumer Buying Guide
	(EE) Visit stores that sell baby clothes, furnishings and equipment to: - examine what is available - plan a minimum layette - determine what furnishing and equipment would be essential - figure the cost of essential clothes, furnishing and equipment. (D) What improvisions might be made for part of the equipment?	
	Evaluation: List safety precautions to follow when bathing and dressing a baby.	
A baby may cry merely because he wants attention.	Interest Approach: Listen to a tape recording of a baby crying. Discuss possible reasons for the baby crying.	
Sleep habits affect a child's total growth.	Read texts to find the need and the amount of sleep for an infant and how this will change during the first year.	Brisbane, The Developing Child, Ch. 4 Hurlock, Child Growth and Development, Ch. 8 Baker and Fane, Understanding and Guiding Young Children, Ch. 2 HEW pamphlet, Infant Care

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A baby's wakefulness at night may be solved by shortening his daytime naps.	Swing-around response to the question, "How can you get the baby in the proper frame of mind for sleep?"	
	Invite a person who is experienced in caring for infants to discuss their sleeping patterns and to answer questions about what to do when the baby is wakeful at night.	
To prevent possible suffocation, select a firm mattress and remove the pillow from the baby's bed.	Discuss desirable characteristics for a room where the baby is to sleep and the kind of bedding that should be provided.	Brisbane, The Developing Child, Ch. 4
	Prepare a bulletin board with a check list of safety measures to observe in providing for the baby's rest.	
	Summarize desirable conditions for an infant's sleep.	
	Answer the question, "Do you know of any state laws that are concerned with the protection of a baby. What are they?"	
	Oral Reports: Research and present information on different state requirements or practices as related to: - birth certificates - drops in the eyes to prevent infection - PKU test for protein metabolism deficiency that causes mental retardation - Sickle cell disease.	Suggested Resources: Kentucky Department of Health Local Health Department Whitney Young Sickle Cell Center
A birth certificate is the legal record of the baby's birth and is registered with the Kentucky State Department of Health.	Bring birth certificate to class or examine it at home and list the information it contains.	
A birth certificate contains information about the birth of the baby including: - the baby's name - the baby's sex - the date, time, and place of birth - the parents' names, ages, and occupations - the signature of the doctor.	Discuss why this record is so important. Suggest where it should be placed for safekeeping. Ask any adult how many times he has had to show his birth certificate and for what reasons.	
	Interest Approach: Respond to questions such as: - Were you ever seriously ill when you were a baby? - What childhood diseases did you have? - Were you ever accidentally injured when you were a baby?	
To promote health and to prevent illness, it is advisable that the baby be checked regularly by the physician.	Determine what inoculations are recommended for infants during the first year.	Local Health Department Craig, Thresholds to Adult Living, Ch. 11

COMPREHENSIVE II - V. The importance of postnatal care

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Discuss routine activities that may be prescribed by the physician such as: - diet - schedule - sleep habits - toilet routine.	Johnson and Johnson, Baby Care, (programmed instruction) Riehl, Family Nursing and Child Care, Ch. 18
	Consider the cost of regular monthly check-ups of the baby and inoculations that are given at the proper time. (D) Respond to the question, "Are there community agencies which provide needed services for babies, either free or at a minimum charge?"	
Providing a healthy, safe environment contributes to the prevention of disease, accidents, and emergency situations.	List common causes of accidental injury to babies during their first year.	Pamphlets from local Health Department or Red Cross
	Make posters about keeping babies safe and display in the Well-Baby Clinic of a local Health Department.	

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An adequate diet, in which the mother receives the basic four foods daily contributes to the proper nourishment of the embryo and fetus.	Resource Person: Invite a person such as a nutritionist from the county health department to explain "Special dietary needs during pregnancy."	Health Department or American Red Cross pamphlets
	Discuss why doctors insist that their dietary recommendations be followed specifically. Why are weight gains carefully watched?	(SL) HEW pamphlet, When Your Baby is on the Way
Because the baby receives his nourishment from the mother's body, the pregnant woman who has an adequate diet contributes to the health of both the mother and the unborn child.	Use references to set up the criteria for planning diets for pregnant women. Work individually or in small groups to plan menus for pregnant women for two or three days. (D) Use a list of commodity foods when planning the menus.	National Dairy Council pamphlet, What to Eat Before You Are Pregnant/While Your Are Pregnant/After Baby Comes
	Evaluate the menus using the above criteria.	
	Interest Approach: Prepare a bulletin board with caption, "Mary, Mary, quite contrary, how does your baby grow?"	
Prenatal development follows a definite pattern.	View a film which shows how the embryo develops.	"Biography of the Unborn," Audio-Visual Services, University of Kentucky
	or	
During the first two months the developing baby is called an embryo, and during the period from three months to birth it is known as a fetus.	Examine charts and drawings which show how the embryo grows and develops during various stages of pregnancy.	Demarest and Sciarra, Conception, Birth, and Contraception
	Note the main characteristics of development which occur each month during pregnancy.	Birth Atlas, Maternity Center Association
		Carnation Company, Pregnancy in Anatomical Illustrations
	(EE) Interview several pregnant women and mothers with young babies to find information such as: - In what month was the first movement felt? - When was maternity clothing first worn? - How much weight was gained during pregnancy?	Nilsson, Ingleman-Sundberg, and Wirsen, A Child is Born
The fetus is connected to the placenta by the umbilical cord through which he receives nutrients and oxygen and eliminates waste products. The amniotic sac (bag of waters) contains fluid which: - keeps the baby at an even temperature - cushions him against possible injury - provides a medium for free movement.	Analyze how mother's behavior affects baby's development and how baby's development affects mother's behavior.	Gerber pamphlet, How Does Your Baby Grow?
		Brisbane, The Developing Child, Ch. 2

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Anything that adversely affects the developing embryo may result in physical abnormalities. If the abnormality is severe, the embryo may die and be aborted from the uterus.	Complete a fictitious "letter from an unborn baby" to its mother at each month during pregnancy to: - stimulate thinking about the development of the unborn baby - provide information on nutrition - encourage the mother to seek adequate medical attention - encourage the mother to take good care of herself.	"Letters from Your Unborn Baby," Illinois Teacher, pp. 51-82
	(At) Consult and report research findings on pregnancies regarding: - the number of live births in relation to the age of the mother - the number of premature deliveries in relation to the age of the mother - the number of birth defects in relation to medication - the socio-economic condition and the age of the mother	Current magazine articles such as: "What's Happening to Today's Children," U.S. News and World Report, Feb. 21, 1971 Guttmacher, Pregnancy and Birth, Ch. 13
A spontaneous abortion, or miscarriage, is the birth of the baby at a time before the fetus has developed enough to live in the outside world. This type of abortion occurs most frequently before the fifth month of pregnancy.	Read and discuss references which give information on the following: - spontaneous abortion - therapeutic abortion - criminal abortion	HEW pamphlet, Prenatal Care Riker and Brisbane, Married Life, Ch. 14 Duvall and Hill, When You Marry, Ch. 13 Westlake, Relationships, Ch. 31
	Evaluation: Complete a multiple choice test on prenatal development.	
The comfort of a mother during pregnancy is affected by the type of clothing she wears.	Examine maternity clothing and undergarments or look for illustrations in catalogues or pattern books. Determine which styles are most flattering, which undergarments give the best support, and which would be the best buy. (EE) Construct maternity clothing for a relative or friend.	Current magazines, catalogues, and pattern books Local dress shops

	(FHA) Collect used maternity clothing and give to a community agency for distribution to the needy.	
A pregnant woman may perspire excessively, so a daily bath will keep her fresh. Her breasts may require special attention. Since moderate exercise helps maintain good circulation and muscle tone, a woman may continue most of her regular activities during pregnancy. People differ in the amount of rest they need, but a pregnant woman may avoid fatigue by having eight hours of sleep at night and resting several times during the day, with her feet elevated.	Recall the basic rules of personal hygiene for all people. Decide if there would be any differences for a pregnant woman. Verify decisions by consulting references.	HEW pamphlet, Prenatal Care Brisbane, The Developing Child, Ch. 2 Guttmacher, Pregnancy and Birth, Ch. 7 Public Affairs pamphlet No. 376, Nine Months to Get Ready Ross Laboratories pamphlet, Care for You and Your Baby-To-Be
	(DR) Panel Discussion: Invite a panel of employed homemakers, who are pregnant, or new mothers, to discuss: - the length of their maternity leave - the type of employment - the activities restricted by their doctors (EE) Inquire about maternity leave at different business places in the local community and report to class.	
	Compile a list of questions pregnant mothers ask most often and read references to find the answers.	Ames, Child Care and Development, Ch. 3
A dental check-up in early pregnancy helps maintain healthy gums and teeth.	Explain the basis for the saying "A tooth for every child." Decide if the statement is true or false. Consult references to find recommended dental care.	March of Dimes pamphlet, Be Good to Your Baby Before It is Born Ames, Child Care and Development, Ch. 3
	Evaluation: List ten responses to the statement "What a Mother Can do to Have a Healthy Baby."	HEW pamphlet, Prenatal Care
	Interest Approach: View a picture of a pregnant woman who looks distressed or in pain. Brainstorm: What is her problem?	(SL) Carnation Company pamphlet, When You're Going to Have a Baby
It is important for a pregnant woman to see her doctor regularly so that he may: - inquire about any symptoms or problems - make a diagnosis - give treatment as early as possible.	Present "mini-reports" on common discomforts during pregnancy, their cause and cure.	(SL) HEW pamphlet, Prenatal Care March of Dimes pamphlet, Be Good To Your Baby Before It Is Born

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
		(SL) HEW pamphlet, When Your Baby is on the Way
Complications during pregnancy which might end the life of the fetus may produce symptoms which, with medical care, can be corrected.	View a transparency or flip chart listing symptoms of complications which would need to be reported to the doctor immediately. Discuss the significance of each symptom. (NOTE: Teacher may use references to design a transparency)	Guttmacher, Pregnancy and Birth, Ch. 10 Duvall and Hill, When You Marry, Ch. 13
	Evaluation: Complete a checklist to distinguish between minor discomforts during pregnancy and symptoms of a more serious complication.	
Congenital diseases during pregnancy may cause harm to the unborn child.	View a film on venereal diseases. Discuss how syphilis affects the unborn baby and gonorrhea infects the baby during birth.	A Quarter Million Teenagers, Kentucky Department of Libraries
Some drugs may harm unborn babies.	(AT) Independent Study on the effect the following have on the prenatal development of the baby: - diseases - drugs - tobacco - alcohol Report finding to class.	Westlake, Relationships, Ch. 31 Riker and Brisbane, Married Life, Ch. 2 Montagu, Life Before Birth, Ch. 6-7 Hurlock, Child Growth and Development, Ch. 2
	Evaluation: Analyze problem situations such as: - Barbara and Betty went to the same obstetrician. The doctor told Barbara to limit her weight gain to twelve pounds, but he let Betty gain twenty-five pounds. What reasons can you give for this? - Mary has had a long history of anemia. Why is it especially important that this be checked during her pregnancy? - When Louise was pregnant her feet swelled so that she could not wear her shoes. Why did her mother-in-law insist she ask the doctor about it?	

- Sue has coffee and cigarettes for breakfast. What does her unborn baby have?

- Eva is seven months pregnant and still working at the office. Some nights she is so tired that she cannot sleep. Should she take sleeping pills to make sure she gets adequate rest?

- Nancy thinks she may be pregnant. Why should she avoid contact with her nephew who has measles?

COMPREHENSIVE: II.

MAJOR CONCEPT FOR UNIT: III. Childbirth

SUPPORTING CONCEPTS: A. Labor
B. Delivery

BEHAVIORAL OBJECTIVE FOR UNIT: Comprehend the process of childbirth.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - explain the three stages of labor.
- distinguish between general and local anesthetics.
- distinguish between normal delivery, breech birth, and Cesarean section.
- explain how the doctor can tell at delivery whether twins are identical or fraternal.
- explain when a baby is premature.

GENERALIZATION: A well informed cooperative mother-to-be is more likely to have a smooth delivery.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Interest Approach: Brainstorm tales and ideas about childbirth, and follow with a truth session.	
When it is time for delivery the mother begins to experience regular contractions of the uterus.	Research the process of childbirth. Discuss how the mother's body is especially suited for pregnancy and delivery.	Guttmacher, Pregnancy and Birth, Ch. 13 Demarest and Sciarra, Conception, Birth and Contraception (SL) Maternity Center Association, Mrs. King Has a Baby (SL) Ross Laboratories, Your Baby is Coming Soon
Labor is divided into three stages: - The first stage of labor, which is the longest period, begins with the dilation of the cervix and lasts until the cervix has dilated sufficiently to allow the fetal head to pass into the vaginal canal. - The second stage of labor consists of the	View a filmstrip to become familiar with the three stages of labor. or View pictures to become familiar with the three stages of labor. View a film of the actual birth process.	Having a Baby, Maternity Center Association Birth Atlas, Maternity Center Association Demarest and Sciarra, Conception, Birth, and Contraception "A Normal Birth," Health Department or

fetus passing through the birth canal and the cutting of the umbilical cord.		Red Cross or "Labor and Childbirth," Red Cross
- In the third stage of labor the placenta and fetal membranes are expelled.	Resource Person: Invite a doctor, nurse, or Red Cross representative to answer questions about the entire concept of childbirth. Problem Solving: Decide what to do if one can't go to a hospital for the delivery of the baby. Evaluation: Write a summary of what happens during each stage of labor.	
General anesthetics go through the bloodstream and render the patient unconscious; since they pass through the placenta into the baby's circulatory system, they make the baby sleepy too.	Symposium: Listen to a symposium, of carefully screened women who have recently had babies, discuss: - how long they were in labor? - what type of anethesia they had during delivery? - how long they remained in the hospital? - how much the doctor charged? - how much the hospital charged?	Hurlock, Child Growth and Development, Ch. 1
Local anesthetics, which deaden the nerves to a restricted area, do not enter the bloodstream, so do not pass through the baby's circulatory system.	(AT) Research recent advances in medical technology that have greatly reduced infant mortality.	Guttmacher, Pregnancy and Birth, Ch. 14
	Special Report: Present a report on natural childbirth.	Montagu, Life Before Birth, Ch. 1 HEW pamphlet, Prenatal Care Lexington Association for Parent Education, Class Folder
	Evaluation: Write a story about a young woman who is having her first baby. Describe the type of anesthesia she chose and give reasons for her choice. Interest Approach: View a picture of a doctor holding up a new born baby by his heels.	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Examine pictures which show the various positions of the fetus at birth.	Birth Atlas, Maternity Center Association Guttmacher, Pregnancy and Birth, Ch. 14 HEW pamphlet, Prenatal Care
Most babies are born the easiest way, which is head first, because the baby's head is the biggest part of his body.	List and define new terms such as: - normal delivery - forceps delivery - induced labor - breech birth - Cesarean section.	
A breech presentation, a baby born feet or buttocks first, is a more complicated delivery.	Discuss how the fetus is influenced by its position at birth.	
If the baby cannot be born through the birth canal, the doctor performs a Cesarean section, in which he makes an incision through the abdominal wall and delivers the baby.	Research where the term "Cesarean section" originated. Diagram where the incision is made. List reasons for the need of a Cesarean section.	
Professionally trained persons with adequate facilities can usually deal successfully with complications of childbirth.	Field Trip: Visit the maternity ward of a local hospital to see: - the labor room - the delivery room - the newborn babies in the nursery. Note the differences in the size, weight and length of the babies. Trace what happens to the mother from the time she is admitted to her dismissal. Discover what care the hospital provides for the infant from the time of delivery until his dismissal.	
	Rap session on childbirth: Indicate changes in attitude as a result of this study.	
	Interest Approach: View pictures of twins, triplets, etc., or pictures of premature babies.	

A baby weighing less than five and one half pounds at birth is considered premature and usually must be kept in the hospital because he requires special care.	Consult references to determine differences in premature and full term babies and why premature babies must be kept in incubators. (NOTE: If the film, Biography of the Unborn, has not been shown, the teacher may choose to show it at this time.) Discuss complications of premature delivery.	HEW pamphlets, Prenatal Care and Your Premature Baby Brisbane, The Developing Child, Ch. 3
Identical twins are attached to the same placenta, but each has its own umbilical cord and amnion. Since fraternal twins develop from separate cells, each baby has its own placenta, umbilical cord, and amnion.	Read references on multiple births. Find answers to questions to use as a basis for class discussion such as: - Do multiple births tend to run in families? - Does the age of the mother have any correlation with the frequency of multiple births? - Is there any evidence that birth control pills have affected the incidence of multiple births? - Is the term of pregnancy usually shorter or longer for multiple births? - How much time elapses between deliveries? Evaluation: Answer questions on multiple births and premature births.	Guttmacher, Pregnancy and Birth, Ch. 18

COMPREHENSIVE: II.

MAJOR CONCEPT FOR UNIT: IV. Community agencies concerned with pregnancy, childbirth and adoption

SUPPORTING CONCEPTS: A. Sources of help during pregnancy, childbirth, and adoption
B. Sources of help for the unwed mother

BEHAVIORAL OBJECTIVE FOR UNIT: Value the work of community agencies concerned with pregnancy, childbirth, and adoption.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - recongize aid available from local community agencies concerned with pregnancy, childbirth and adoption.
- recognize aid available for unwed mothers.

GENERALIZATION: Community resources are available at a minimum cost for families who want help with family planning, prenatal and infant care, and adoption.

Some Supporting Content and Generalizations	Teaching Strategies Learning-Evaluating Experiences	Resources
The Public Assistance Program of the Department of Economic Security provides income to enable needy persons to: - supplement their own resources - secure the necessities of life - provide medical and remedial care and services. Some agencies which provide emergency food and medical services are: - Salvation Army - Red Cross - Economic Opportunity Council Most county health departments provide for the medically indigent: - free family planning services - prenatal services - maternal and infant health services.	Situation Topic: Respond to the question, What can a woman do if she cannot afford medical help during pregnancy? Group work: Research work of one agency at the local, state, and national level and present group reports to class. Skits: Stimulate a TV reporter interviewing a local agency to learn of their services for women during pregnancy and childbirth. Brainstorm: services the local Health Department provides for pregnant women and new mothers, such as: - prenatal care - well baby care - medicine and vitamins Field Trip: Visit a local health department to tour facilities and hear an explanation of the services provided.	Index of State and Other Service Organizations Directory of Health, Welfare and Community Services Stewart, "Interaction Between Social Agency Personnel and Home Economics Teachers" Journal of Home Economics
The Health Department provides prenatal, infant, childhood and family nutrition counseling.	Make posters to illustrate different services of local agencies. Select catchy titles and bright colors to make them appealing.	Suggested resources: - Health Department - Public Assistance - Child Welfare - O.E.O. - Red Cross - hospitals

The Health Department has developed a referral program between the local hospital and public health nurse for premature and high-risk infant follow-up care.

The Department of Child Welfare works with families to:
- teach and train parents to provide better child care
- create conditions in the home conducive to adequate child growth and development.

The American Red Cross offers training programs in mother and baby care.

Write a paper on one particular type service of a community agency.

Evaluation: List problems a pregnant woman or a mother of young children may face.
Match these needs with the list of community agencies, compiled from class discussion. Names of agencies may be used more than once.

Interest Approach: Select an emotionally appealing picture of a young woman in a pensive mood. Respond to the question: When an unmarried girl is pregnant, where can she go for help?

Today one out of ten mothers faces the birth of her baby without a husband. Only one out of five of these pregnant women without husbands receives services from any social agency before the baby's birth, thus heightening the risks to the mental, physical, and emotional health of both mother and child.

Listen to a tape describing a case study of an unwed mother. Use questions as a basis for class discussion.

Oral Reports: Read novels or current magazine articles describing the plight of unwed mothers. Lead the class in a discussion of the story.
(NOTE: Check the local library for novels and magazines.)

Stewart, "It Could Happen to You," Appendix C, p. 3.

Thompson, House of Tomorrow

Head, Mr. and Mrs. Bo Jo Jones

McCoy, "The Fright/Plight of the Unwed Mothers," Teen Magazine

Strom, "The Schools and the Pregnant Teenager," Saturday Review

An unwed mother is confronted with three alternatives:
- having an abortion
- keeping her baby
- offering her baby for adoption.

Circular response to weigh the advantages and disadvantages of the unwed mother:
- keeping her baby
- soliciting foster care
- giving it up for adoption
- having an abortion.

Ames, Child Care and Development, Ch. 17

COMPREHENSIVE II - IV. Community agencies and individuals concerned with pregnancy and children

	Teaching Strategies Learning - Evaluating Experiences	Resources
	Invite a doctor to come to class to answer questions about abortion.	Abortion Information Agency, or Planned Parenthood
The Florence Crittenton Association of America offers the pregnant girl a chance to: - continue her education - have skilled professional counseling - obtain good medical care - have experienced help in planning for her own and the baby's future.	Resource Person: Invite a person from a home for unwed mothers to explain the services of the organization.	Kentucky Resources for Unwed Mothers: - Florence Crittenton Home - The Department of Child Welfare - The Salvation Army
The Kentucky Department of Child Welfare: - studies and recommends adoptive homes for children of all ages and races - provides placement and supervision of children in adoptive homes - investigates and recommends to the court all adoption petitions filed in the state.	Invite a resource person to discuss: - requirements for adoption - advantages of adoption to both the child and the prospective parents.	Suggested resource persons: - Representative from the Child Welfare Office - Lawyer - Parent of an adopted child
The Kentucky Department of Child Welfare provides prenatal and postnatal counseling with unmarried parents in planning for the child, including maternity care assistance and temporary foster home placement.	List on a flip chart the qualifications for parents of adopted children.	Rondell and Michael, The Adopted Family
The unwed parent may receive financial assistance, medical assistance, and social services from the Bureau of Public Assistance under the Department of Economic Security.	Forum: Listen to a forum composed of a minister, a doctor, a social worker, a high school guidance counselor, and a parent to tell how they would counsel an unwel mother.	Directory of Health, Welfare, and Community Services, First Edition, 1970
	Evaluation: Write a story about an unmarried teenage girl who discovers she is pregnant. Trace her activities throughout pregnancy. Explain what she decides to do with the baby and the reasons for her decision.	

COMPREHENSIVE: II

MAJOR CONCEPT FOR UNIT: V. The importance of postnatal care

SUPPORTING CONCEPTS: A. Care of the mother after delivery
B. Care of the baby

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze factors which influence the postnatal care of the mother and the baby.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- explain what a mother can do to get back in shape after her baby is born.
- list causes of and ways to combat postpartum blues.
- describe a newborn baby.
- describe the care required by a newborn baby.
- explain the relationship between feeding practices and infant health.
- identify attitudes related to breast feeding.
- identify techniques of formula feeding.
- list points to remember when feeding an infant.
- demonstrate skill in bathing a baby.
- list safety precautions to follow when bathing a baby.
- demonstrate skill in folding and changing a baby's diaper.
- give some guidelines for selecting baby clothes.
- list desirable conditions for an infant's sleep.
- identify practices which protect infants from infectious diseases.
- recognize factors which contribute to a safe environment.

GENERALIZATION: When a baby is given adequate care by a person who is physically and emotionally healthy, he develops a feeling of security and well being.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Parents' attitudes toward their children are just as important as their actions.	Interest Approach: Guess what both husband wife will be concerned about when the new mother comes home from the hospital, such as: - When will she get her figure back? - How can they get enough rest when they are up all during the night? - Will they be jealous of all the attention shown the baby? - How can they take care of this baby, do the housework, keep a job, and spend time with each other? - How soon should they plan for another baby?	American National Red Cross Instructor's Guide on Mother and Baby Care
To help the mother get her strength back	Group Work: Research answers to questions and report findings	HEW pamphlet, Prenatal Care

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COMPREHENSIVE II - V. The importance of postnatal care

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
quickly and to regain her figure, the doctor may suggest a few simple exercises.	to class: Each group conducts a class discussion of one phase of the postnatal care of the mother.	
Although some mothers may not experience "postpartum blues" many mothers do feel weepy, upset, and irritable about a week or two following delivery.	Interview young parents to learn how they felt about their new role. Ask questions such as: - Did the mother experience "postpartum blues? - What adjustments were necessary in the home life after an addition was made to the family?	Guttmacher, Pregnancy and Birth, Ch. 19
Young parents need time to plan and participate in activities they will enjoy and to re-evaluate their relationship.		Guttmacher, Pregnancy and Birth, Ch. 17
As soon as the baby is born the uterus starts to shrink, but it may take six weeks for it to return to its usual state.	Read references to: - find how and when reproductive organs return to their normal size and condition - see an illustration of involution.	Guttmacher, Pregnancy and Birth, Ch. 17
It is desired that the mother have a medical examination by the end of six weeks so the doctor can determine the progress of her healing.	(AT) Research and report on cervical cancer and the "Pap" smear test.	Local Health Department, A Reminder for All Women, and Answers to 101 Questions About Cancer Public Affairs Pamphlet, The Facts About Cancer American Cancer Society pamphlets, Cancer of the Female Generative Organs, Cancer of the Genito-Urinary Tract, and Cancer Facts for Women
Because the new mother needs time to recuperate it is advisable for some of her responsibilities to be assumed by family members or domestic assistant.	Discuss how other members of the family may help the mother to regain her normal strength, energy, and emotional state.	

	(EE) Help a new mother with her chores. or Stay with a baby while the mother goes shopping.	
	(NOTE: If there is not enough time for a detailed study of Infant Care, the teacher may choose to have her students work through the programmed manual, reinforcing only those points which she feels are necessary. The semester course in Child Development also contains a unit on Infant Care.)	Johnson and Johnson, Baby Care, (programmed instruction)
	Interest Approach: Respond to the questions: - What does a newborn baby look like ? - What can he do?	
A newborn baby is red and wrinkled with a head one-fourth the size of his body. His average weight is seven pounds and his average length is twenty inches.	Recall the appearance of the newborn babies in the hospital nursery and how little control the babies had of their eyes, arms, and legs.	HEW pamphlet, Infant Care Brisbane, The Developing Child, Ch. 3
The newborn baby has little control of his movements. He is unable to: - turn his body - sit up - reach for an object - coordinate his eyes.	Consult references to learn the characteristics of a newborn baby.	Hurlock, Child Growth and Development, Ch. 2 Ross Laboratories pamphlet, The Phenomena of Early Development
	Search for illustrations of newborn babies. Analyze reasons for their homely appearance.	Suggested resources: - newspapers - magazines
A newborn baby's senses of sight and hearing are less developed that his senses of taste, smell, and touch.	Ask parents what they thought the first time they saw their new baby.	
	Discuss how the appearance of a newborn baby may be a disappointment to parents who do not realize that the baby will change considerably as he grows.	
Since a newborn baby is completely helpless, he needs someone to love and protect him and give him an opportunity to grow and develop.	Evaluation: Describe a newborn baby and determine the type of care he will require in order to be healthy and secure.	
	Interest Approach: View pictures of a mother breast-feeding her baby. Respond to the question, "What is the attitude toward breast feeding in the community?"	Pamphlets from different commercial companies: Mead Johnson Carnation Gerber Ross Laboratories

COMPREHENSIVE II - V. The importance of postnatal care

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The way a baby is fed is just as important as the food he eats.	Interview young mothers in the community to find out how they fed their babies. Report to class.	
	Consult references to find advantages and disadvantages of breast-feeding and bottle-feeding. Summarize.	La Leche League, The Womanly Art of Breastfeeding and The La Leche League Newsletter Mead Johnson, Facts about Breast Feeding. Carnation, You and Your Contented Baby Hurlock, Child Growth and Development, Ch. 6 Ames, Child Care and Development, Ch. 9 Gerard, Please Breast-Feed Your Baby
	Debate: "It is more desirable to breast-feed than to bottle-feed a baby." Draw conclusions.	
The amount of milk a baby needs and the times for feeding vary according to the pattern of his growth.	View a film on the self-demand schedule of baby feeding and discuss.	Baby Feeding, Red Cross
Burping a baby to remove swallowed air is a necessary part of the feeding pattern.	Demonstrations: Divide into small groups and demonstrate the correct procedures for: - making a formula - sterilizing bottles - feeding the baby - burping the baby.	Demonstration kit available from Mead Johnson
Eating habits of an infant are influenced by the attitudes and habits of the family.	Look at a picture of a mother making a face while feeding the baby. Discuss the effect of this on the baby's attitude.	

	Pool ideas on how the environment is conducive to forming desirable eating habits. While baby sitting or observing babies being fed, note behavior which may later develop into eating problems.	
The food a baby eats influences his health, rate of growth, and vitality.	Make a chart of infant foods and the suggested ages at which they are introduced into the diet. Explain reasons for vitamin supplements.	Gerber pamphlet, Infant Nutrition
If foods, in addition to milk, are introduced gradually, the baby has an opportunity to experiment with the new textures and tastes and to learn to swallow larger particles.	Taste-test strained, chopped and mixed foods. Suggest table foods that can be prepared for the baby by: - removing portions before the seasoning is added - using a blender, food mill, or colander.	Brisbane, The Developing Child, Ch. 4
The procedure used in bathing a baby is determined by the age of the baby and by the equipment available.	List points to remember when feeding an infant. Demonstration: Observe a young mother and demonstrate to class how she bathes her baby.	Hurlock, Child Growth and Development, Ch. 8
The baby is never to be left alone in the bath water because of the danger of drowning or a serious injury.	View a film or a filmstrip on how to bathe a baby. Discover how to make bath fun for the baby. or	Johnson and John Fillm, Baths and Babies or McGraw Hill, Bathing The Baby
Test the temperature of baby's bath water on the wrist or elbow because a baby's skin is more sensitive than an adult's hands.	Complete programmed instruction on how to bathe a baby.	Johnson and Johnson, Baby Care, (programmed instructions)
	Swing Around: Review the way a bath is enjoyed by a baby.	Brisbane, The Developing Child, Ch. 4
In order to apply the most cloth where there is the greatest need, fold the diaper with the thickest folds in front for a boy baby and in the back for a girl baby.	Consult references to compare the different methods of folding and pinning diapers on a baby.	Hurlock, Child Growth and Development, Ch. 7 Brisbane, The Developing Child, Ch. 4
	Practice folding and changing diapers on a life-size doll.	
	Group Work: Compare the cost and convenience of using: - cloth diapers which are washed at a laundromat - cloth diapers which you wash yourself - cloth diapers provided by a diaper service - disposable diapers.	
Babies are happiest when dressed with the least amount of handling.	Analyze how a mother pulls the garment over the baby's head quickly and how she reaches inside the sleeve to grasp the baby's hand to pull it through, so as not to upset the baby needlessly.	

COMPREHENSIVE II - V. The importance of postnatal care

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Select clothing for the baby according to the temperature of the living quarters rather the season of the year.	Examine infant clothes and fill in a check sheet of desirable and undesirable features that you would consider in their selection.	Craig, Thresholds to Adult Living, Ch. 11
A young baby has need for only a small number of clothes because most of his time is spent in sleep and he outgrows them very rapidly.	Develop guidelines for selecting clothes for baby gifts such as: - suitable for either sex - adequate size - no danger involved in construction.	Smart and Smart, Living and Learning with Children, Ch. 1 and 2
	(FHA) Construct baby clothes to give to needy families.	Infant Needs, Penney's Consumer Buying Guide
	(EE) Visit stores that sell baby clothes, furnishings and equipment to: - examine what is available - plan a minimum layette - determine what furnishing and equipment would be essential - figure the cost of essential clothes, furnishing and equipment. (D) What improvisions might be made for part of the equipment?	
	Evaluation: List safety precautions to follow when bathing and dressing a baby.	
A baby may cry merely because he wants attention.	Interest Approach: Listen to a tape recording of a baby crying. Discuss possible reasons for the baby crying.	
Sleep habits affect a child's total growth.	Read texts to find the need and the amount of sleep for an infant and how this will change during the first year.	Brisbane, The Developing Child, Ch. 4 Hurlock, Child Growth and Development, Ch. 8 Baker and Fane, Understanding and Guiding Young Children, Ch. 2 HEW pamphlet, Infant Care

A baby's wakefulness at night may be solved by shortening his daytime naps.	Swing-around response to the question, "How can you get the baby in the proper frame of mind for sleep?"	
	Invite a person who is experienced in caring for infants to discuss their sleeping patterns and to answer questions about what to do when the baby is wakeful at night.	
To prevent possible suffocation, select a firm mattress and remove the pillow from the baby's bed.	Discuss desirable characteristics for a room where the baby is to sleep and the kind of bedding that should be provided.	Brisbane, The Developing Child, Ch. 4
	Prepare a bulletin board with a check list of safety measures to observe in providing for the baby's rest.	
	Summarize desirable conditions for an infant's sleep.	
	Answer the question, "Do you know of any state laws that are concerned with the protection of a baby. What are they?"	
	Oral Reports: Research and present information on different state requirements or practices as related to: - birth certificates - drops in the eyes to prevent infection - PKU test for protein metabolism deficiency that causes mental retardation - Sickle cell disease.	Suggested Resources: Kentucky Department of Health Local Health Department Whitney Young Sickle Cell Center
A birth certificate is the legal record of the baby's birth and is registered with the Kentucky State Department of Health.	Bring birth certificate to class or examine it at home and list the information it contains.	
A birth certificate contains information about the birth of the baby including: - the baby's name - the baby's sex - the date, time, and place of birth - the parents' names, ages, and occupations - the signature of the doctor.	Discuss why this record is so important. Suggest where it should be placed for safekeeping. Ask any adult how many times he has had to show his birth certificate and for what reasons.	
	Interest Approach: Respond to questions such as: - Were you ever seriously ill when you were a baby? - What childhood diseases did you have? - Were you ever accidentally injured when you were a baby?	
To promote health and to prevent illness, it is advisable that the baby be checked regularly by the physician.	Determine what inoculations are recommended for infants during the first year.	Local Health Department Craig, Thresholds to Adult Living, Ch. 11

COMPREHENSIVE II - V. The importance of postnatal care

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Discuss routine activities that may be prescribed by the physician such as: - diet - schedule - sleep habits - toilet routine.	Johnson and Johnson, Baby Care, (programmed instruction) Riehl, Family Nursing and Child Care, Ch. 18
	Consider the cost of regular monthly check-ups of the baby and inoculations that are given at the proper time. (D) Respond to the question, "Are there community agencies which provide needed services for babies, either free or at a minimum charge?"	
Providing a healthy, safe environment contributes to the prevention of disease, accidents, and emergency situations.	List common causes of accidental injury to babies during their first year. Make posters about keeping babies safe and display in the Well-Baby Clinic of a local Health Department.	Pamphlets from local Health Department or Red Cross

COMPREHENSIVE: II.

MAJOR CONCEPT FOR UNIT: VI. Infant development

SUPPORTING CONCEPTS: A. Physical development during the first year
B. Intellectual development during the first year

BEHAVIORAL OBJECTIVE FOR UNIT: Analyze how the care of an infant affects his development.

SPECIFIC PERFORMANCE OUTCOMES:

The student will - identify behavior that indicates different stages of physical development.
- identify factors related to intellectual development.

GENERALIZATION: Hereditary and environmental factors influence the development of the infant.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
No two infants are exactly alike at a given age. Each develops in his own way at his own speed.	Interest Approach: View a film on the physical development of babies. Discuss how understanding their development helps to give them better care.	Life With Baby, Audio-Visual Services, University of Kentucky HEW pamphlet, Infant Care
Muscular coordination of normal babies follows a predictable pattern from head to foot and from trunk to extremities.	Study charts which illustrate motor development during the first years. Analyze the sequence of development.	Ross Laboratories, The Phenomena of Early Development Forecast, "How a Baby Grows"
Each baby has inborn traits and tendencies which interact with his own environment and experiences to determine how, what, and when he will develop.	Resource Person: Invite mothers (or grandmothers) to bring infants to school for observation. The first day observe one six weeks old and one three months old. Ask mothers to tell what the baby has learned to do up to this point. On another day observe babies age six months and twelve months. Ask mothers to tell how their babies showed readiness to learn to sit, stand, crawl, or walk. Evaluation: Write a case study of an infant indicating how he is learning to use large and small muscles.	Brisbane, The Developing Child, Ch. 3 and 4 Hurlock, Child Growth and Development, Ch. 9 Muller, The Tasks of Childhood, Ch. 8

COMPREHENSIVE II - VI. Infant development

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Interest Approach: View newspaper illustrations of "Baby Banter" or baby pictures with amusing captions. Guess what a baby is thinking from the expression on his face.	
Body controls and motor accomplishments are indicators of mental growth.	Relate physical development to intellectual development. (NOTE: The teacher may want to teach this concept before bringing in infants to observe. Students may also question mothers about intellectual development.)	
A variety of mental and physical experiences promotes a child's intellectual growth.	List a variety of interesting things that can be provided for a baby to hear or to see.	Brisbane, The Developing Child, Ch. 6
Environment influences language development.	Discuss reasons for avoiding the use of baby talk when communicating with children.	Muller, The Tasks of Childhood, Ch. 8
	Review books suitable for use with infants.	Baker and Fane, Understanding and Guiding Young Children, Ch. 6
	View a film describing a neglected child. or (AT) Report on the effect of deprivation on a child.	Growth Failure and Maternal Deprivation, McGraw-Hill
		Suggested resources: - Parents Magazine - newspapers - special education teacher
	Discuss the relationship of enriched experiences to language development.	
During the baby's first year foundations for emotional and social growth are laid in his relationship with other people.	Observe and report on an infant's response to his family.	
	Cite examples of ways that all members of the family can contribute to the baby's development.	
	Make a bulletin board with pictures that indicate an infant's response to love.	Brisbane, The Developing Child, Ch. 3 and 5

Suggest ways of preventing or overcoming fear in infants such as:
- fear of a bath
- fear of people
- fear of the dark
- fear of dogs.

Evaluation: List ten observable indications of intellectual development before the first birthday.

COMPREHENSIVE: II.

MAJOR CONCEPT FOR UNIT: VII. Job-entry opportunities in child development

BEHAVIORAL OBJECTIVE FOR UNIT: Recognize job-entry opportunities in child development.

SPECIFIC PERFORMANCE OUTCOMES:

The student will survey opportunities for part-time work in the area of prenatal and infant care.

GENERALIZATION: Knowledge of possible job opportunities provides a basis for job preparation.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
An insight into many different kinds of occupations helps one to make a more satisfactory choice.	Identify all individuals who have helped mothers throughout pregnancy and delivery.	Occupational Directory
	Analyze opportunities for volunteer work or part-time jobs associated with prenatal and infant care.	
	Survey the community to determine opportunities for volunteer or part-time work in the area of prenatal and infant care, such as: - baby sitting - candy-striper in a hospital - volunteer helper in a children's hospital - keeping the nursery at church - assisting with adult classes for expectant parents.	
	Interview some parents to find out how they feel about leaving their babies in some young person's care. Ask what preparation they would like the persons to have who are caring for their babies.	Ames, Child Care and Development, Ch. 18
	Rap session in which opinions are shared on the question: "If individuals must be trained to care for babies outside the home, then should there be some kind of training required of parents who care for their children at home?"	
	Invite a professional person who works in a child care occupation to speak on:	

- the preparation for child care occupations
- the advantages of working in child care occupations
- the personality requirement
- salaries
- available positions in child care occupations.

(NOTE: This may be covered earlier in the unit when a resource person visits the class)

Evaluation: List five opportunities for part-time or volunteer work in the area of prenatal and infant care.

RESOURCES

BOOKS

Ames, Louise Bates. Child Care and Development. Philadelphia, Pennsylvania: J. B. Lippincott Company, 1970. (Order from: Publisher, East Washington Square, Philadelphia, PA 19105, $6.95)

Baker, Katherine Read, and Fane, Xenia F. Understanding and Guiding Young Children. Englewood Cliffs, New Jersey: Prentice-Hall, 1967. (Order from: Publisher, Englewood Cliffs, NJ 07632, $6.60)

Barclay, Marion S., and Champion, Frances. Teen Guide to Homemaking. New York, New York: McGraw-Hill Book Company, 1967. (Order from: Publisher, Manchester Rd., Manchester, MO 63011, $6.36)

Brisbane, Holly E. The Developing Child. Peoria, Illinois: Chas. A. Bennett Company, 1971. (Order from: Publisher, 809 W. Detweiller Drive, Peoria, IL 61614, $5.85)

Clayton, Nanalee. Young Living. Peoria, Illinois: Chas. A. Bennett Company,, 1970. (Order from: 809 Detweiller Drive, Peoria, IL 61614, $5.73)

Colorado Association of Future Homemakers of America. Preschool Guide. Boulder, Colorado: Pruett Press, 1970. (Order from: Publisher, Box 1560, Boulder, CO 80302)

Craig, Hazel Thompson. Thresholds to Adult Living. Peoria, Illinois: Chas. A. Bennett Company, 1962. (Order from: Publisher, 809 W. Detweiller Drive, Peoria, IL 61614, $5.82)

Cronan, Marion L., and Atwood, June C. First Foods. Peoria, Illinois: Chas. A. Bennett Company, 1971. (Order from: Publisher, 809 W. Detweiller Drive, Peoria, IL 61614, $4.98)

Cross, Aleene. Enjoying Family Living. Philadelphia, Pennsylvania: J. B. Lippincott Company, 1967. (Order from: Publisher, E. Washington Square, Philadelphia, PA 19105, $5.96)

Cross, Aleene. Introductory Homemaking. Philadelphia, Pennsylvania: J. B. Lippincott Company, 1969. (Order from: Publisher, E. Washington Square, Philadelphia, PA 19105)

Davis, Martha J. and Peeler, M. Yvonne. Lessons in Living. Arlington Heights, Illinois: Ginn and Company, 1970. (Order from: Publisher, 450 Algonquin Rd., Arlington Heights, IL 60005)

Demarest, Robert J., and Sciarra, John J. Conception, Birth, and Contraception. New York, New York: McGraw-Hill Book Company, 1969. (Order from: Publisher, Manchester Rd., Manchester, MO 63011)

Dodson, Fitzhugh. How To Parent. New York, New York: New America Library, Inc., 1970. (Order from: Publisher, 1301 Avenue of the Americas, New York, NY 10019, $3.95, paperback $1.25)

Duvall, Evelyn M., and Hill, Reuben. Being Married. Indianapolis, Indiana: D. C. Heath and Company. (Order from: Publisher, 2700 Richardt Avenue, Indianapolis, IN 46209, $5.95)

Duvall, Evelyn Millis, and Hill, Reuben. When You Marry. Indianapolis, Indiana: D. C. Heath and Company, 1967. (Order from: Publisher, 2700 N. Richardt Avenue, Indianapolis, IN 46219, $4.40)

Fleck, Henrietta, and Fernandez, Louise. Exploring Home and Family Living. Englewood Cliffs, New Jersey: Prentice-Hall, 1971. (Order from: Publisher, Englewood Cliffs, NJ 07632, $7.64)

Gerard, Alice. Please Breast-Feed Your Baby. New York, New York: The New American Library, 1971. (Order from: Publisher, 1301 Avenue of the Americas, New York, NY 10019, paperback 75 cents)

Ginott, Haim. Between Parent and Child. New York, New York: Avon, 1969. (Order from: Avon, 605 3rd Avenue, New York, NY 10016)

Gordon, Ira J. Baby Learning Through Baby Play. New York, New York: St. Martin's Press, 1970. (Order from: Publisher, 175 5th Avenue, New York, NY 10010, $5.95, paperback, $3.95)

Guttmacher, Alan F. Pregnancy and Birth. New York, New York: The New American Library, 1962. (Order from: Publisher, 1301 Avenue of the Americas, New York, NY 10019)

Head, Ann. Mr. and Mrs. Bo Jo Jones. New York: G. P. Putnam and Sons. (Order from: Publisher, 200 Madison Avenue, New York, NY 10016)

Hurlock, Elizabeth B. Child Growth and Development. New York, New York: McGraw-Hill Book Company, 1970. (Order from: Publisher, Manchester Rd., Manchester, MO 63011, $6.96)

Kauffman, Carol and Farrell, Patricia. If You Live With Little Children. New York, New York: G. P. Putnam's Sons. (Order from: Publisher, 200 Madison Avenue, New York, NY 10016, $3.50)

Kupsinel, Penelope Easton. Home Economics Related Occupations. Danville, Illinois: The Interstate, 1967. (Order from: Publisher, 19-27 N. Jackson St., Danville, IL 61832, $1.95)

Landis, Paul H. Your Marriage and Family Living. New York, New York: McGraw-Hill Book Company, 1969. (Order from: Publisher, Manchester Road, Manchester, MO 63011, $6.48)

Matterson, E. M. Play and Playthings for the Preschool Child. Baltimore, Maryland: Penguin Books, 1970. (Order from: 3300 Clipper Mill Rd., Baltimore, MD 21211, $3.95)

McDermott, Irene E., and Nicholas, Florence W. Homemaking for Teenagers, Book I. Peoria, Illinois: Chas. A. Bennett Company, 1966. (Order from: Publisher, 809 W. Detweiller Drive, Peoria, IL 61614, $1.95)

Montagu, Ashley. Life Before Birth. New York, New York: The New American Library, 1964. (Order from: Publisher, 1301 Avenue of the Americas, New York, NY 10019)

Muller, Philippe. The Tasks of Childhood. New York, New York: McGraw-Hill Book Company, 1969. (Order from: Publisher, Manchester Rd., Manchester, MO 63011)

Nilsson, Lennart; Ingelman-Sundberg, Axel; and Wirsen, Claes. A Child is Born. New York, New York: Delacorte Press, 1966. (Order from: Publisher, 20 Dupont St., Plainview, NY 11803)

Read, Katherine H. The Nursery School. Philadelphia, Pennsylvania: W. B. Saunders Company, 1971. (Order from: Publisher, W. Washington Square, Philadelphia, PA 19105, $3.00)

Reiff, Florence M. Steps in Home Living. Peoria, Illinois: Chas. A. Bennett Company, 1971. (Order from: Publisher, 809 W. Detweiller Drive, Peoria, IL 61614)

Reihl, C. Luise. Family Nursing and Child Care. Peoria, Illinois: Chas. A. Bennett Company, 1971. (Order from: Publisher, 809 W. Detweiller Drive, Peoria, IL 61614, $4.41)

Riker, Audrey Palm, and Brisbane, Holly E. Married Life. Peoria, Illinois: Chas. A. Bennett Company, 1971. (Order from: Publisher, 809 W. Detweiller Drive, Peoria, IL 61614)

Rondell, Florence, and Michaels, Ruth. The Adopted Family. New York, New York: Crown Publishers, 1971. (Order from: Publisher, 419 Park Avenue S., New York, NY 10016)

Sharp, Evelyn. Thinking is Child's Play. New York, New York: E. P. Dutton and Company, 1969. (Order from: Publisher, 201 Park Avenue S., New York, NY 10003)

Shuey, Rebekah M.; Woods, Elizabeth L.; and Young, Ester Mason. Learning About Children. Philadelphia, Pennsylvania: J. B. Lippincott Company, 1969. (Order from: Publisher, E. Washington Square, Philadelphia, PA 19109, $5.40)

Shultz, Charles. Happiness Is A Warm Puppy. San Francisco, California: Determined Productions, Inc. (Order from: Publisher, Box 2150, San Francisco, CA 94126)

Silverblatt, Iris M. Creative Activities: A Manual for Teachers of Pre-School Children. Cincinnati, Ohio: Creative Activities, 1964. (Order from: Publisher, P. O. Box 16005, Cincinnati, OH 45216, $3.95)

Smart, Mollie Stevens, and Smart, Russell Cook. Living and Learning with Children. Boston, Massachusetts: Houghton Mifflin Company. (Order from: Publisher, Educational Division, 110 Termont St., Boston, MA 02107)

Thompson, Jean. House of Tomorrow. New York, New York: Harper and Row. (Order from: Publisher, 49 E. 33rd St., New York, NY 10017)

Wallace, Inez, and McCullar, Bernice. Building Your Home Life. Philadelphia, Pennsylvania: J. B. Lippincott Company, 1966. (Order from: Publisher, E. Washington Square, Philadelphia, PA 19105)

Westlake, Helen Gum. Relationships: A Study in Human Behavior. Arlington Heights, Illinois: Ginn and Company, 1969. (Order from: Publisher, 450 Algonquin Road, Arlington Heights, IL 60005)

Wylie, Joanne. A Creative Guide for Preschool Teachers. Western Publishing Company, 1968. (Order from: Publisher, 1220 Mound Avenue, Racine, WI 53404)

CHARTS

Birth Atlas. New York, New York: Maternity Center Association. (Order from: 48 E. 92nd St., New York, NY 10028)

How A Baby Grows. Englewood Cliffs, New Jersey: Forecast for Home Economics. (Order from: Forecast, 902 Sylvan Avenue, Englewood Cliffs, NJ 07632, free loan)

National Dairy Council:
See How They Grow. (20 cents)
What We Do Day By Day. ($1.00)
(Order from: N. D. C., 145 Burt Road, Lexington, KY 40503, or 3304 Newburg Road, Louisville, KY 40218, or 320 Northwest 7th St., Evansville, IN 47708, or The Katterjohn Bldg., 1501 Broadway, Paducah, KY 42001)

FILMS

A Normal Birth. (Order from local Health Department)

A Quarter Million Teenagers. Frankfort, Kentucky: Kentucky Department of Libraries. (Color, 16 min. Order from: Local, regional or county library, or Mrs. Ruth Wise, Department of Libraries, Box 537, Frankfort, KY 40601, free loan)

American National Red Cross:
A Normal Birth
Baby Feeding
Labor and Childbirth
(Order from: American National Red Cross, 17th and D St. N.W., Washington, D.C. 20005, or contact local Red Cross Chapter, free loan)

Audio-Visual Services:
Answering the Child's Whys. (14 min., $2.50)
Biography of the Unborn. (17 min., $3.00)
Helping the Child to Accept the Do's. (11 min., $2.00)
Helping the Child to Accept the Don'ts. (11 min., $2.00)
Human Reproduction. (20 min., $3.00)
Life With Baby. (18 min., $3.00)
Phoebe. (29 min., $4.50)
Physical Aspects of Puberty. (19 min., $3.00)
Your Children's Meals. (15 min., $2.50)
(Order from: Audio-Visual Services, Porter Bldg., University of Kentucky, Lexington, KY 40506)

Baths and Babies. Minneapolis, Minnesota: Association Films. (Color, 18 min. Order from: Association, 6420 West Lake St., Minneapolis, MN 55426, postage only, or Johnson and Johnson, New Brunswick, NJ 08903, free loan)

Kentucky Department of Child Welfare:
Answering the Child's Whys. (15 min.)
Children of Change. (31 min.)
Little World. (20 min.)
The Neglected. (30 min.)
Two and Three Year Olds in Nursery School. (26 min.)
Four and Five Year Olds in Nursery School.
(Order from: Child Welfare Film Library, Office of Special Services, 403 Wapping St., Frankfort, KY 40601, free loan)

McGraw-Hill:
Bathing the Baby
Growth Failure and Maternal Deprivation
The Terrible Two's and the Trusting Three's
(Order from: McGraw-Hill, Film Division, 2181 Cypress Drive, Apartment D, Lexington, Ky 40504, or McGraw-Hill Films, 330 West 42nd St., New York, NY 10036)

Modern Talking Picture Service:
Discipline and Self Control. (25 min.)
Four and Five Year Olds in School. (35 min.)
Head Start to Confidence. (20 min.)
Jenny is a Good Thing. (18 min.)
(Order from: Modern, 9 Garfield Place, Cincinnati, OH 45202, free loan)

Prenatal Care. (Order from local Health Department)

FILMSTRIPS

Babysitting: The Job - The Kids. Pleasantville, New York: Guidance Associates. (Order from: Guidance Associates, Pleasantville, NY 10570, $35.00)

Feeding Your Young Children. Chicago, Illinois: National Dairy Council (Order from: N. D. C., 111 North Canal St., Chicago, IL 60606)

Having a Baby. New York, New York: Maternity Center Association. (Order from: Maternity Center Association, 48 E. 92nd St., New York, NY 10028)

Toys and Activities. New York, New York: J. C. Penney Company, Inc. (From teaching kit "Play - A Learning Medium for Preschool Children") (Order from: J. C. Penney Company, 1301 Avenue of the Americas, New York, NY 10019, $9.00)

Understanding Human Reproduction. Pleasantville, New York: Guidance Associates. (Order from: Guidance Associates, Pleasantville, NY 10570, $45.00)

Understanding Premenstrual Tension. Kalamazoo, Michigan: The Upjohn Company. (Order from: The Upjohn Company, Department 940, 7000 Portage Road, Kalamazoo, MI 49001, free)

PACKETS

Instructional Materials Laboratories, Baby Care. Johnson and Johnson, 1966. New York, New York. (Order from: IML, 18 E. 41st. St., New York, NY 10017, 10 for $4.00)

Lexington Association for Parent Education. Class Folder. Lexington, Kentucky. (Order from: Lexington Association for Parent Education, P. O. Box 5544, Lexington, KY 40505)

National Safety Council. Baby Sitter Safety Program Kit. Chicago, Illinois. (Order from: National Safety Council, 425 North Michigan Avenue, Chicago, IL 60611, $1.50)

School Supply Company, Flannelgraph Record Kits. Lexington, Kentucky. (Order from: School Supply Company, Inc., 1253 Industry Road, Lexington, KY 40505, $14.20 a set of 7 or $2.25 each)

State Department of Education. Early Childhood Education. Does Hymes go with Value Frankfort, Kentucky. (Order from: State Department of Education, Division of Elementary and Secondary Education, Office of Superintendent of Public Instruction, Frankfort, KY 40601, free)

U. S. Government Printing Office. Low Income Teaching Kit on Child Development. FES Packet A, "Talk and Listen: A Guide for Parents" (Order from: U. S. Government Printing Office, Superintendent of Documents, Washington, D.C., $1.00)

PAMPHLETS, BOOKLETS, AND LEAFLETS

American Cancer Society:
Cancer of the Female Generative Organs
Cancer of the Genito-Urinary Tract
Cancer Facts for Women
(Order from: American Cancer Society, 521 W. 57th St., New York, NY 10019)

Association for Childhood Education International:
Cooking and Snacks. (leaflet No. 10, 20 cents)
Biber, Barber. Young Deprived Children and Their Educational Needs, 1967.
Children Can Make It.
(Order from: Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D. C. 20016)

Index of State and other Service Organizations. Frankfort, Kentucky: (Order from: Kentucky Program Development Office - Division of Development Information, Capitol Bldg., Frankfort, KY 40601, free)

Instructional Materials Laboratory. Lexington, Kentucky: Galbraith, Child Development Equipment. (Order from: IML, Taylor Education Bldg., Room 151, University of Kentucky, Lexington, KY 40506)

Johnson and Johnson, 1966. New Brunswick, New Jersey: Baby Care. (Order from: Johnson and Johnson, New Brunswick, NJ 08903)

Kentucky State Department of Child Welfare. Frankfort, Kentucky: Standards and Regulations for Day Care Homes and Centers, 1963. (Order from: Department of Child Welfare, 403 Wapping St., Frankfort, KY 40601)

Kentucky State Department of Education:
How to Select a Good Kindergarten/Nursery School, (Circular No. IS-42-24)
West, Ruth. Through Art the Child Learns About Himself.
Education in Kentucky for Children Under Six, 1967. Vol. XXXV No. 4)
(Order from: Department of Education, Frankfort, KY 40601)

Kentucky State Department of Health:
Accident Hazards (pamphlet 10-13)
Toys and Books for Children
Toys for the Child
What You Should Know About PKU, MCH-36
(Order from: Department of Health, 275 E. Main St., Frankfort, KY 40601)

Occupational Outlook Handbook, (Bulletin No. 1550) U. S. Department of Labor. Bureau of Labor Statistics. Order from: U. S. Government Printing Office, Washington, D. C. 20402, $4.25.

People and Their Environment: Teachers' Curriculum Guide to Conservation Education (for Home Economics - Grades 9-12). J. G. Ferguson Publishing Company, 1969. (Order from: Publisher, 6 N. Michigan Avenue, Chicago, IL 60602)

The American National Red Cross:
Mother's Aide Course
Mother and Baby Care, 1966
(Order from: The American National Red Cross, 17th and D St., N.W., Washington, D.C. 20006)

Your Children's Quarrels, 1969.
Nolte, Children Learn What They Live
(Order from: Ross Labs, Columbus, OH 43216)

PERIODICALS

"Letters from Your Unborn Baby." Illinois Teacher, Vol. XIV, No. 2, November - December, 1970, pp. 51-82.

McCoy, Kathy. "The Fright/Plight of the Unwed Mother." Teen Magazine, August, 1970.

Stewart, Marjorie. "Interaction Between Social Agency Personnel and Home Economics Teachers." Journal of Home Economics, Vol. 63, No. 1, January, 1971.

Strom, Susan. "The Schools and the Pregnant Teenager." Saturday Review, September 16, 1967.

"What's Happening to Today's Children." U. S. News and World Report, Feb. 15, 1971.

SLIDES

Community Playthings, made by Society of Brothers, Rifton, New York: Set of slides showing toys for children. (Order from: Publisher, Rifton, NY 12471, free loan)

TRANSPARENCIES

Co-Ed/Forecast:
Development of Young Child Four to Ten. (No. 6657, $7.50)
Growth Patterns in Children. (No. 6649, $7.50)
(Order from: Publisher, 904 Sylva Avenue, Englewood Cliffs, NJ 07632)

3-M Business Products Sales, Inc.:
Growth and Development Patterns. (No. 11)
How Life Begins. (No. 4765)
Safety for Children. (No. 12)
Importance and Selection of Toys. (No. 20)
(Order from: Publisher, 365 Southland Drive, Lexington, KY 40503)

OTHER

Abortion Information Agency, 160 W. 86th St., New York, NY 10024.

Directory of Health, Welfare, and Community Services. Lexington, Kentucky: Central Kentucky Regional Mental Health - Mental Retardation Board, 1970. (Order from: Directory of Health, Welfare, and Community Services, 201 Mechanic St., Lexington, KY 40507, $4.00)

Florence Crittenton Home, 519 W. 4th St., Lexington, KY 40508.

Metropolitan Life Insurance Company. New York, New York: Sitting Safely - A Brief Guide for Teenage Baby Sitters, 1970. (Order from: Metropolitan, One Madison Avenue, New York, NY 10010, free loan)

National Association for the Education of Young Children:
Quill, Jeanne. One Giant Step, 1969.
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National Dairy Council:
- Feeding Little Folks
- Food Before Six
- What to Eat Before You Are Pregnant/While You Are Pregnant/After Baby Comes
- What We Do Day By Day
- When Your Baby is Bottle Fed, 1969.

(Order from: N. D. C., 145 Burt Road, Lexington, KY 40503, or 3344 Newburg Road, Louisville, KY 40218, or 320 N.W. 7th St., Evansville, IN 47708, or The Katterjohn Bldg., 1501 Broadway, Paducah, KY 42001, free)

National Safety Council:
- Baby Sitting is Your Job, Too
- Tales of a Baby Sitter

(Order from: N. S. C., 425 North Michigan Avenue, Chicago, IL 60611)

Ortho Pharmaceutical Corporation. Ruritan, New Jersey: Understanding Conception and Contraception, 1967. (Order from: Ortho, Raritan, NJ 08869)

Personal Products Company. Milltown, New Jersey: Strictly Feminine, 1967. (Order from: Personal Products Company, Milltown, NJ 08850)

Planned Parenthood Center:
- A Need Fulfilled
- Escape from Fear (comic book)
- Modern Methods of Birth Control

(Order from: P.P.C., 331 W. 2nd St., Lexington, KY 40507)

Public Affairs Committee, Inc.:
- Nine Months to Get Ready (pamphlet No. 376)
- The Facts About Cancer
- How to Tell Your Child About Sex

(Order from: P. A. C., 381 Park Avenue, S., New York, NY 10016)

Ross Laboratories:
- A Healthy Mother and a Healthy Baby
- Care for You and Your Baby-To-Be, 1970.
- So You Think You're Going to Have a Baby
- The Phenomena of Early Development, 1969.
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- Pregnancy in Anatomical Illustrations, 1969.
- When You're Going to Have a Baby
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Community Playthings. Rifton, New York: Criteria for Selecting Play Equipment for Early Childhood Education. (Order from: Comm. Playthings, Rifton, NY 12471, free)

Gerber Products Company:
- Baby's Book
- How Does Your Baby Grow?
- Infant Nutrition, 1969.
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(Order from: Gerber, Fremont, MI 49412, free loan)

Health, Education, and Welfare - Children's Bureau:
Infant Care, 1963. (20 cents)
Prenatal Care, 1962. (20 cents)
When Teenagers Take Care of Children, 1967. (25 cents)
When You Adopt a Child, 1966. (15 cent)
When Your Baby is on the Way, 1963. (15 cents)
Your Child From One to Six, 1970. (20 cents)
Your Child From One to Three, 1966. (20 cents)
Your Premature Baby, 1967. (10 cents)
(Order from: U. S. Government Printing Office, Washington, D. C. 20402)

Household Finance Corporation. Chicago, Illinois: Your Health and Recreation Dollar. (Order from: H. F. C., Money Management Institute, Prudential Plaza, Chicago, IL 60601)

J. C. Penney Company, New York, New York: Infant Needs: Penney's Consumer Buying Guide. (Order from: Penney's, 1301 Avenue of the Americas, New York, NY 10019)

Johnson and Johnson. New Brunswick, New Jersey: A Safer World for Babies and Toddlers, 1969. (Order from: Johnson and Johnson, New Brunswick, NJ 08903)

La Leche League International:
When You Breast Feed Your Baby, (10 cents)
The Womanly Art of Breastfeeding, (on loan or purchase for $3.00)
The La Leche League Newsletter
(Order from: L. L. L., 9616 Minneapolis Avenue, Franklin Park, IL 60131)

March of Dimes. White Plains, New York: Be Good to Your Baby Before it is Born. (Order from: National Foundation - March of Dimes, P. O. Box 2001, White Plains, NY 10602)

Maternity Center Association. New York, New York: Mrs. King Has A Baby (comic book). (Order from: M. C. A., 48 E. 92nd St., New York, NY 10028

Mead Johnson and Company:
A Safe Home for Your Children, 1967.
Facts About Breast Feeding, 1968.
Preparing Formula and Feeding Baby, 1969.
Instructions for Breast Feeding Your Baby, 1968.
Demonstration Kit
(Order from: Mead Johnson, Evansville, IN 47721)